

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
December 6, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. Collins
Eric Davis
Todd Chasteen
Lt. Governor Dan Forest
Gregory Alcorn

Patricia Willoughby
Wayne McDevitt
Rebecca Taylor
Reginald Kenan
Olivia Oxendine
Amy White

Also present were:

State Superintendent Mark Johnson
Freddie Williamson, Superintendent Advisor (Interim)
Amanda Bell, Local Board Member Advisor

Jason Griffin, Principal of the Year Advisor
Lisa Godwin, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

As he opened the December State Board of Education meeting, Vice Chairman Buddy Collins noted that Chairman Bill Cobey will be joining the meeting in the afternoon. Vice Chairman Collins then called the December State Board of Education (SBE) meeting to order and declared the Board in official session. Vice Chairman Collins welcomed all visitors and online listeners and noted that today's meeting is audio-streamed and the agenda and all materials are posted online, accessible on the State Board's meeting website.

Vice Chairman Collins then thanked NC State University for hosting the Board's Planning and Work Session in November and for the participation of the Dr. Danowitz, Dean of the College of Education, and College of Education faculty members. He noted also that the December Board meeting is the last meeting for Ms. Amanda Bell as our Local Board of Education Advisor and that she will be officially recognized on Thursday at the end of the meeting. Vice Chairman Collins acknowledged that Ms. Roberta Scott of the Warren County Board of Education will be Ms. Bell's successor as the Local Board of Education Advisor.

Vice Chairman Collins read the Ethics Statement that is required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Vice Chairman Collins reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Vice Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Vice Chairman Collins noted that Board members have seen the agenda for December and have had the opportunity to review it, and asked if there were any requests for changes. He requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

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All upon motion made by Ms. Tricia Willoughby and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for December 6-7

SBE ISSUES SESSION

Vice Chairman Collins reminded the Board and advisors that the Board has been revisiting the Board's Strategic Plan both last month and will continue to do so at this month's meeting. He recognized Dr. Lou Fabrizio to lead the Board through an update at this point for the Strategic Plan. Dr. Fabrizio led this discussion this month and will return in January with any resulting changes from this month's discussion and again at our February meeting.

Dr. Fabrizio reminded the Board that the Strategic Plan has been posted on eBoard and is still a work in progress. He shared the following questions and points with the Board that have been raised by DPI staff as they have reviewed the Strategic Plan

- Need more internal discussion about the Strategic Plan and whether to align only with the accountability interim progress measures in ESSA (Long-term goals). Dr. Fabrizio stated there are some things that the NCDPI would like to hear the Board's thoughts on, such as the possibility of including certain aspects of our ESSA Plan into the Strategic Plan. As part of the ESSA Plan, the NCDPI had to generate long-term goals and the Board approved them. Those goals were set out for a ten-year time with annual interim progress measures. Dr. Fabrizio suggested to include in the Strategic Plan those yearly interim measures and noted that they only apply to accountability issues.
- He noted that a meeting was held with staff to discuss the Strategic Plan after the SBE Board Follow-up meeting on November 13, 2017, to begin discussion of the following items:
 - What is the main purpose of the Strategic Plan? He noted that one suggestion from last month's SBE Board meeting was whether the issue of teacher, principal or leadership effectiveness could be a standalone annual report and provided to the Board every March.
 - Need to generate recommendations for all the TBD (to be determined) items in the plan, mostly for the 2018-19 and 2019-20 school years.
 - What measures and/or objectives should be deleted (the ones with 100%) and what measures and/or objectives should be added (examples – equity goal, access to higher-level courses for exceptional children, children of color, etc., CTE certificates by tiers, chronic absenteeism, data on students in the Occupational Course of Study (OCS) taking online Virtual Public-School courses, digital learning, more measures regarding low-performing schools and districts, etc.
 - Identify the owners responsible for the data for each measure.
- Additional meetings being held or to be scheduled with top leadership and their respective direct reports to discuss options to present to the SBE.
- State legislation (S.L. 2017-57) that mandates that the Board identify schools that are closing achievement gaps, experiencing a widening of gaps, or seeing no significant gap changes. Dr. Fabrizio noted that this will fall on the shoulders of Dr. Tammy Howard and the Accountability Services Division. Dr. Howard will have to have it all figured out to be able to generate reports after the 2018-19 school year. When talking about closing gaps, Dr. Fabrizio stated maybe to look at statistical significance.
- Connection with the School Report Cards (Physical Education, Arts, School Climate, etc.)
- Dr. Oxendine asked if ESSA only applied to Title I schools or was it inclusive of all schools. Dr. Fabrizio replied that it is inclusive of all schools but certain sanctions only apply to Title I schools.
- Mr. Davis asked how long the SBE has had the Strategic Plan. Dr. Fabrizio replied probably five or six years. Mr. Davis commented that to Dr. Fabrizio's point, the 26-page and growing plan shows it needs a major upgrade. Mr. Davis stated the Strategic Plan is for priority setting. He added that teacher educator preparation and effectiveness are critical, but by having them occupy multiple pages in the Strategic Plan, it loses some effectiveness, and the same thing goes for the ESSA Plan. Mr. Davis suggested considering both of those as additional reports in support of the Strategic Plan but maybe not embedded into it. Mr. Davis also talked about the use of a dashboard that has the metrics or measures relative to how far DPI was advancing on the Strategic Plan.
- Mr. Alcorn stated that there are some things that no longer should be done to flush out priorities. He stated the challenge in resource allocation should be the cornerstone for the Strategic Plan as to what is done.
- Ms. Willoughby agreed with her colleagues on resetting budget priorities with fewer staff to assign these jobs to and looks forward to setting priorities and having people drive those priorities.

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- Ms. Bell referenced previous stakeholder meetings on the ESSA Plan where principals, superintendents and leadership looked beyond the academic piece in terms of looking at the success of a school. There were other indicators that they really wanted included. She asked how that plays in the Strategic Plan – was it blended in or was it acknowledged in any way. Dr. Fabrizio replied that was a good question and asked if the same information was needed in two or three places, or just say this will get reported on this report and the other things will get reported in the Strategic Plan.
- Mr. Collins commented that the gender gap also needs to be considered. He added that under the ESSA Plan the LEAs should align their strategic plans with the SBE Strategic Plan. Mr. Collins stated that much work needs to be done with local districts regarding their obligations in the ESSA Plan. He stated that the obligation for an opportunity for a sound-basic education is not the education bureaucracy alone. It is the obligation of the state of North Carolina. Mr. Collins added that the Board should use the bully pulpit with all other agencies that have responsibilities for students whether it be safety or health or otherwise, to encourage them to be a part of the Strategic Plan and improve education around the state.

Vice Chairman Collins then recognized Mr. Eric Davis, Committee Chair for the Student Learning and Achievement Committee.

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)

SLA Committee Chair Eric Davis called the December 2017 Student Learning and Achievement Committee meeting to order.

DISCUSSION

SLA 1 – Update of Textbook Policies

SBE Strategic Plan:

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning) and Dr. Carmella Fair (Instructional Resource Consultant, Digital Teaching and Learning)

Description:

The textbook policies have been updated with technical nomenclature. The phrase “technology-based programs” from the definition of textbook was expanded to reflect the state’s emphasis on digital materials such as subscription- and web-based materials.

Recommendations:

State Board of Education members are asked to approve the amended policies and provide feedback to staff.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis reminded the Board that this item was presented for discussion last month.
- This was an updated item with technical corrections emphasizing the expanded definition of technology-based programs

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment SLA 1)

ACTION

SLA 2 – Governor’s School Board of Governors

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective: 1.2. Graduate students prepared for post-secondary education

Goal 4: Every school district has up-to-date financial, business and technology systems to serve its students, parents and educators.

Objective: 4.3 Use State and federal funding according to State and federal laws and State Board of Education Policies.

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mr. William J. Hussey (Director, Exceptional Children)

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Description:

The North Carolina Governor's School is administered by the State Board of Education through the Department of Public Instruction and offers an enriching summer program to selected high-achieving and talented high school students from throughout the state. The Board of Governors of the Governor's School of North Carolina is established as an Advisory Council to the State Board of Education. Its establishment is set forth in HSP-D-009 of State Board of Education policies. The policy requires that a State associate superintendent serve on the Board and that the other ten voting members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president's designee of the Alumni Association of the Governor's School, the president or president's designee of the Governor's School Foundation, and lay persons and shall be selected so as to represent the eight educational districts of the State. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms. State Board of Education members nominate individuals from their respective districts to fill Board of Governors vacancies. Currently there are three vacancies. Of these, there must be a local superintendent, and representation from the Southeast and Western districts.

Recommendations:

The State Board of Education is asked to submit three nominations (including one local superintendent and representation from the Southeast and Western districts) each for a three-year term beginning January 1, 2018.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Mr. Bill Hussey for this item.
- Mr. Hussey presented to the Board three candidates for selection for the Board of Governors vacancies. He noted that the Board has resumes for two candidates. Senator Tamara Barringer resume was not included in the attachments.
 - Mr. Robert Waller, AIG Curriculum Specialist, Buncombe County
 - Dr. Eric Bracy, Superintendent, Sampson County Schools
 - Senator Tamara Barringer, Wake County
- Mr. Hussey stated these are three-year terms and may serve two consecutive three-year terms.

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment SLA 2)

ACTION ON FIRST READING

SLA 3 – North Carolina AP Partnership Presentation, Including District Recognition and Joint Legislative Education Oversight Committee Report

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post-secondary education.
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer Academic Services) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

This annual report complies with the following legislative mandate:

Beginning November 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (§ 115C-83.4A. Advanced courses)

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This report relates directly to the work of broadening course enrollment and successful exam participation in advanced courses, both Advanced Placement (AP) and International Baccalaureate (IB), across NC's public schools and the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts. The report outlines an overall summary in response to the legislation, advanced course enrollment data, and AP exam data.

Recommendations:

It is recommended that the SBE accept this updated report prior to submission to the General Assembly.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Sneha Shah-Coltrane for this item.
- Ms. Shah-Coltrane provided an overview of the report to the General Assembly which contains all the legislative requirements as well as counts by district.
- Ms. Shah-Coltrane noted that the College Board Director for the Department, Ms. Kathleen Koch reviewed the data more closely.
- Ms. Shah-Coltrane reminded the Board that the foundation of the work aligns not only with the State Board's Strategic Plan and our commitment to ensuring opportunities for our students, but also this work was rooted with legislation.
- She stated that the Broaden Successful Participation in Advanced Courses (N.C.G.S. §115C- 83.4A) legislation is increasing access and successful participation in advanced coursework in North Carolina's public schools, especially low-performing districts.
- The partnership established through legislation has two fundamental pieces: 1) work with our targeted districts which are low-performing districts with significant technical assistance as well as statewide work, and 2) it funds all test fees for AP and IB students as well as Cambridge. It also fits well with the SBE goals and all the work across the state with equity and excellence to focus on low-performing districts and the underrepresented population.
- She also reported that for the exams there was an increase in over \$1 million in funding -- AP Exams \$12,184,251, IB Exams and Registration Fees \$1,411,885 with a total of \$13,596,136.
- Ms. Shah-Coltrane talked about student enrollment in at least one AP course. There was a 5% increase in student enrollments.
- North Carolina is outpacing the national areas in several factors, including AP participation and performance for Black and Hispanic students in NC's public schools continues to outpace the participation and performance for Black and Hispanic students seen nationwide.
- Ms. Shah-Coltrane also talked about the five key areas and how we are impacting the state: 1) Intentional and quality programming with investment in professional development and technical assistance, 2) Teacher Quality and Development, including Recruitment and Retainment, 3) Mindset Shift, 4) Student Access and Success in Pathways, and 5) Synergy
- Ms. Koch reminded the Board that, despite progress across the nation, there remain groups of students who are underrepresented in AP classrooms. Since the inception of this partnership, there has been a very intentional focus of their work; North Carolina has made substantial strides. Ms. Koch noted that they continue three years in to outpace the nation in the number of Blacks, Hispanics and other subgroups as they score better and better and participate at higher levels.
- The number of Hispanic AP Exam-Takers in North Carolina's public schools increased 13.5% from 2016 to 2017, as compared to an 8.8% increase in Hispanic AP Exam-Takers in public schools nationwide.
- She discussed the Targeted District Support which focused on low-performing districts, technical assistance and professional development, State-wide Support, professional development, including summer institute training and mentorship programs.
- Ms. Koch talked about the NCAPP professional development and statewide scholarships for schools through the partnership. Ms. Koch shared the NCAPP Target District Results noted that the number of students taking AP exams in the twenty-one targeted NCAPP districts has increased 16.6% over the past three years, from 3,439 students in 2014 to 4,010 students in 2017. The number of AP exams taken by students in the twenty-one targeted NCAPP districts increased 19.1% over the past three years, from 5,409 exams in 2014 to 6,445 exams in 2017. The number of AP exams receiving a score of 3, 4, or 5 taken by students in the twenty-one targeted NCAPP districts increased 18 % over the past three years, from 1,730 exams in 2014 to 2,042 exams in 2017.
- Ms. Koch also talked about the partnership helping with career readiness for our students and is focused around STEM careers. College Board has worked with districts on working on expanded use of AP potential, which is a tool available for the students for free.

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- College Board will strengthen its existing NCAPP by securing both funding and implementation expertise, with the goal of training at least one teacher and starting at least one course section of AP Computer Science Principles in each comprehensive high school in North Carolina by 2020. They have also partnered with Khan Academy to create a free tool to help score improvements with and without official SAT practice. Over 1600 students in NC raised their SAT scores by 200 points or more. Using this tool.
- Four North Carolina school districts were selected for the 8th Annual AP District Honor Roll Recipients for increasing the number of students participating in AP while also increasing or maintaining the percentage of students earning AP Exam scores of 3 or higher in a 3 years period.
 - Clinton City Schools (2nd year in a row!)
 - Montgomery County Schools
 - Nash-Rocky Mount Public Schools
 - Yancey County Schools
- Dr. Maria Pitre-Martin shared with the Board that Ms. Sneha Shah-Coltrane will be serving as the President of all State Directors for Advanced Programming in the United States.

This item is presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment SLA 3)

ACTION ON FIRST READING

SLA 4 – Amendment to English Learners Minimum SBE Policy

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) Dr. Tammy Howard (Director, Accountability Services)

Description:

Under the Every Student Succeeds Act (ESSA), accountability for students identified as English Learners (ELs) moves from Title III to Title I. As stated in the ESSA Plan, beginning with the 2017–18 school year, North Carolina will require ELs to participate in state assessments beginning with their first year in a U.S. school. However, for first-year ELs, the requirement is for participation and for reporting (NC Report Card), not for accountability. For the second year of enrollment, ELs' test scores will be included in the growth analysis for the accountability model, and in year three, ELs' test scores will be included in the achievement indicator of the accountability model (State Board policy ACCT-021). With respect to the State Board of Education's (SBE) requirement to include ELs' test scores as part of their final grade for a course (SBE policies TEST-003, TEST-016), it is recommended that EL students in their first year in a U.S. school take the required end-of-course (EOC) tests and NC Final Exams, but the test scores will not be included as at least 20% of the student's final grade for the course. This policy will apply to English Language Arts/Reading tests, as previously, and also to Mathematics, Science, and Social Studies tests.

Recommendations:

It is recommended that the SBE include the ESSA Accountability Plan for first-year ELs in SBE policy ACCT-021 and include the 20% of the final grade exception for first-year ELs in SBE policies TEST-003 and TEST-016. Additionally, it is recommended that the SBE approve the EL updates and clarifications to SBE policy TEST-011.

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Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard noted that within the ESSA Plan English learners (ELs), beginning with 2017-18, must take all the state assessments when they are in their first year in a U.S. school. Those results, however, are only used for participation for the 95% and for the NC Report Card; the results are not used in accountability. She noted that with their second year in a U.S. school they will then be included in the growth calculation for accountability. In the third year, all test scores will be used in the full accountability model.
- Dr. Howard stated that the question was raised as to whether our English learners in their first year in a U.S. school would be required to have included as 20% of their final grade the test score on those assessments.
- The recommendation from the Department is not to require the 20% for English learners in their first year in a U.S. school. Attached policies have been amended to reflect this recommended change and to state the exit criteria for students identified as English learners which is a technical correction.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 – Report to the North Carolina General Assembly: State Agency Continued Collaboration on Early Childhood Education

Policy Implications: Session Law 2016-94, SECTION 12B.5.(a) and (b)

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objectives:

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 5: Every student is healthy safe and responsible

Objectives:

1. Create and maintain a safe and respectful school environment
2. Promote healthy, active lifestyles for students
3. Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Pam Shue (Early Childhood Education) and Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

This report is in response to Session Law 2017-57 that requires the NC Department of Health and Human Services, in consultation with the Department of Public Instruction and any other agencies or organizations that administer, support, or study early education in the State to:

- Continue to collaborate on an ongoing basis in the development and implementation of a statewide vision for early childhood education;
- Continue developing a comprehensive approach to early childhood education, birth through third grade, including creating cross-agency accountability with a comprehensive set of data indicators, including consideration of the NC Pathways to Grade-Level Reading, to monitor and measure success of the early childhood education systems; and
- Submit a follow-up report of their findings and recommendations, including any legislative proposals, on the statewide vision for early childhood education.

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This report follows the report that was submitted in January 2017 in response to Session Law 2016-94 that initiated the requirement to collaborate to develop and implement a statewide vision and comprehensive approach for early childhood education, birth through third grade, including cross-agency accountability and a comprehensive set of data indicators.

Recommendations:

It is requested that State Board of Education members accept the report and included recommendations.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Mr. John Pruetto to present this item.
- Mr. Pruetto provided the Board some background information from 2016 Session Law 2016-94, SECTION 12B.5.(a) and (b).
- He noted as a result, a process was initiated to define the shared vision of birth to third-grade system and action steps that would lead to maximizing gains of young children made in high-quality early childhood programs, helping close the achievement gap at school entry third-grade and beyond, reducing retention across the grades, and high school dropout.
- Mr. Pruetto stated that according to 2017 Session Law 2017-57, SECTION 11.B.2. (a) and (b) -- Continue to collaborate on an ongoing basis in the development and implementation of a statewide vision for early childhood education, developing a comprehensive approach to early childhood education, birth through third grade.
- Mr. Pruetto discussed six components to this report: Introduction; Rationale and Definition for a Comprehensive Early Childhood Approach; Cross-Agency Planning and Collaboration; Mission and Shared Measures of Success; Birth through Third Grade Governance; and a Summary.
- He stated the recommendations noting that the three councils should: Develop and implement a shared action plan for children birth through third grade; ensure cross-representation for effective coordination and leaderships and should prioritize coordinated planning and decision making; use a core group of staff shared across the Councils that work together to plan agendas, share information, coordinate, and keep the work moving forward. This approach is consistent with the Whole Child, Whole Community Model.
- Dr. Oxendine commented that she was happy to see this effort around early childhood education in North Carolina. She asked how will it impact the daily work of the agency and in the schools and classrooms? Mr. Pruetto replied that that was a question to be answered, it is a question that will be informed not only by his work, but by the leadership of the new Assistant Superintendent for Early Education.
- Ms. Godwin thanked the Department for continuing to shine the light on the importance of birth-to-third-grade support systems for our children.
- Superintendent Johnson commented that it was important that we now have three councils that work together, so that we are not being complicative or going in different directions.

This item was presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment SLA 5)

DISCUSSION

SLA 6 – High School Accreditation

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objectives:

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
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4. Reduce the percentage of students needing remediation in postsecondary education
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

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Description:

Accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required, outside peer review or audit. J. P. Knapp Early College is requesting accreditation from the State Board of Education:

Per SBE policy ACCR-000, DPI staff has examined the student performance data, including the schools' overall performance, cohort graduation rate, and post-secondary readiness measures (Math Course Rigor, ACT performance, and ACT WorkKeys performance). The school provided the school's improvement plan and meeting minutes of the school improvement team for review. Additionally, the school conducted a self-evaluation using the self-evaluation component of DPI's Comprehensive Needs Assessment.

Recommendations:

It is recommended that the SBE approve accredited status for J.P. Knapp Early College.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard stated as specified in state statute the State Board of Education has the authority to award accreditation status to high schools across the state.
- Presented for accreditation is J.P. Knapp High School in Currituck. Attachment 2 provides data on the school. Dr. Howard noted that for three consistent years the school earned a letter grade of "A", exceeded growth, and exceeded the state average for ACT and for graduation.
- Dr. Howard recommended the State Board of Education approve accreditation status for J.P. Knapp High School.

This item was presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment SLA 6)

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the December 2017 SLA Committee meeting.

Chairman Cobey welcomed everyone back following the lunch break. Chairman Cobey noted that the morning agenda included an update on and discussion of the Strategic Plan as the department works to incorporate language and measures that focus on addressing issues of equity and access in the public education system. These discussions will continue over the next two months under Dr. Fabrizio's leadership. For those who may not know, Dr. Fabrizio has announced his retirement effective February 1.

Until that time, the Board plans to use his expertise and looks forward to seeing him at the January SBE meeting and the Wednesday of the February meeting. Dr. Fabrizio, has always been a key player in the development and maintenance of the Strategic Plan, and for that the Board is most grateful and for all the other contributions that he has made. Chairman Cobey offered best wishes to Dr. Fabrizio in his retirement. Chairman Cobey also noted this morning that the Board held the SLA committee meeting.

Chairman Cobey then recognized Ms. Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT (Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)

HRS Committee Chair Tricia Willoughby called the December 2017 Healthy Responsible Students Committee meeting to order.

ACTION ON FIRST READING

HRS 1 – Dropout-Age Pilot Program

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Kym Martin (Executive Director, N.C. Center for Safer Schools)

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Description:

The LEAS piloting the Dropout Age Programs, in collaboration with the SBE, shall report to JLEOC, House Appropriations Education, and Senate Appropriations Education/Higher Education by January 15 of even numbered years until the end of the operation of the pilot programs. The report shall include information about graduation rates, teen crime statistics, compulsory attendance rates, implementation of enforcement mechanisms, at-risk students served in night programs, and any other relevant data that may lead to the determination of effectiveness of the program.

Recommendations:

It is recommended that the State Board of Education approve this report to be submitted to the Joint Legislative Education Oversight Committee.

Discussion/Comments:

- HRS Committee Chair Ms. Patricia Willoughby recognized Ms. Kym L. Martin to lead this item.
- Ms. Martin discussed the pilot program to raise the high school dropout age from sixteen to eighteen.
- Ms. Martin asked if raising the dropout age improve outcomes for students? She talked about specific outcomes in determining if this polity was effective. One would be graduation rates -- did we increase graduation rates by having seventeen and eighteen-year-olds graduate from high school that might not have. Did we decrease the dropout rates for that population of students for that reason may be less motivated to stay in school? Another indicator was whether we decreased the sixteen, seventeen, and eighteen-year-olds involved in the Juvenile Justice System. She also talked about whether schools are providing more educational and vocational options for students.
- Ms. Martin noted that the target audience consists of all students and the audience would be potential dropouts. She added that they looked for reasons that students dropout and found that absenteeism was the largest reason for dropout. The target audience should also be faculty and staff.
- Ms. Martin discussed what our pilot counties look like. Newton-Conover City Schools had one of the lowest dropout rates in North Carolina. Hickory Public Schools' graduation rates have held steady for the last four years, and increased from previous years. Newton-Conover had the highest graduation rate in the state in 2014-15. Rutherford County Schools graduation rate was comparable to Hickory Public Schools.
- She also provided the results from pilots referencing the "bluff" factor which extends attendance processes for sixteen and seventeen-year-olds; a deterrent for elementary and middle school students; an impetus to form a steering committee; an impetus for approaching local boards about funding for unique needs. The pilot also delayed the dropout decision for up to three additional years.
- The dropout counts have gone down for the previous school year for all three districts: Hickory City, Newton Conover City, and Rutherford County Schools and the graduation rates have increased as well.
- Ms. Martin provided the recommendation which is to explore ways to encourage DSS and Juvenile Justice to join the pilot; encourage Catawba County Schools to join the pilot; identify strategies for decreasing dropout rates that other LEAs have put in place; Explore the reasons students are dropping out; examine other factors impacted by pilot; and identify LEAs with higher dropout rates to include in the pilot.
- Chairman Cobey asked about students dropping out to pursue their GED instead of the High School Diploma. Ms. Jablonski replied that they have not considered the reasons why, but there are lots of reasons for students choosing that pathway that could either deal with wanting to do that work, or it could be happening within the school that might be an alternative option for them.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment HRS 1)

DISCUSSION

HRS 2 – Definition of Chronic Absence and Chronic Absenteeism Rate

SBE Strategic Plan:

Goal: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Objective 5.3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

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Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

Description:

The first step for promoting consistent student school attendance and reducing student chronic absenteeism is collecting, analyzing and using accurate and consistent data to identify at-risk students and school trends and to inform when and how to effectively and efficiently target school and community resources.

Chronic absence differs from both truancy and average daily attendance. Daily attendance is the percentage of students present in a school each day. Truancy measures unexcused absences only. Chronic absence refers to missing so much school, for any reason – excused, unexcused, suspension – that a student is at risk of falling behind.

A common definition of chronic absenteeism allows for meaningful comparison of chronic absenteeism rates within the state and across the country. Many researchers and the national group Attendance Works recommend using missing 10 percent or more of school as the threshold for chronic absence.

Here are some reasons for using the 10 percent definition:

It is based on research showing that missing that much school is associated with lower academic performance and dropping out.

It promotes the early identification of students, because schools and communities can use the 10 percent absence rate as a trigger for intervention from the start of school and throughout the year, rather than waiting for a student to miss 15 or more days before investigating. It allows for better detection of attendance problems among highly mobile students who often move too frequently to ever accumulate 15 or 20 days of absence in a single school or district.

Starting in the 2016-17 school year, the U.S. Department of Education through the ED Facts Submission System will require all states to report chronic absence rates using the 10 percent definition annually. The Every Student Succeeds Act requires that chronic absenteeism data be included on the State and LEA Report Cards starting with the report cards that include information for the 2017-18 school year. It offers comparable data across states and districts that have school years of different lengths. Nine of the 14 states that have included chronic absence in their ESSA plans define chronic absence as missing 10 percent or more of total enrolled school days.

Recommendations:

The State Board of Education is asked to discuss this definition of Student Chronic Absenteeism.

Discussion/Comments:

- HRS Committee Chair Ms. Patricia Willoughby recognized Dr. Stacey Wilson-Norman to lead this item.
- Dr. Wilson-Norman reminded the Board that last month they talked about chronic absenteeism and provided a definition of chronic absenteeism helping develop a common language, as they try to help the local school district address the issues of chronic absenteeism.
- Ms. Amy Jablonski was introduced to lead the discussion on these issues.
- Ms. Jablonski stated that this proposed policy having a common definition about what it means in North Carolina for students to be identified as chronically absence.
- She provided definitions for truancy, absence, excused absence, unexcused absence, and chronic absenteeism. Chronic absenteeism looks at suspensions, unexcused and excused absences all together to get the percentage of days lost for instruction.
- Ms. Jablonski stated that North Carolina does have an absenteeism issue. Chronic absenteeism was found throughout every building level and some of our most chronically absence students are found in kindergarten and first grade.
- She reported that attendance was our best predictor of graduation.
- Ms. Jablonski also stated that the outcome data were chronically absent students. Chronically absent children gained 14% fewer literacy skills in Kindergarten than those who attend regularly (2010 study by Douglas D. Ready); Higher levels of retention by 3rd grade (2012 Study by the Baltimore Education Research Consortium); Gaps in reading and math data – wider in math.
- Ms. Jablonski talked about the implications and community impact of chronically absent students in North Carolina.
- She provided a national perspective noting that 36 states plus the District of Columbia has put into their ESSA Plan to address chronic absenteeism. She reported that most states that included it, twenty-seven of them used the definition of 10% of instructional days.
- Ms. Jablonski also noted that there are federal reporting requirements around absenteeism.

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- She shared reasons to focus on chronic absenteeism was the huge early warning indicator, and a reporting tool.
- Ms. Jablonski stated that another rhetoric was people do not think that chronic absenteeism is actionable, because they believe that it is the families responsibility only.
- Ms. Jablonski talked about problem solving with schools. She provided the order that they asked them to problem solve with when it comes to looking at an early warning system. One, are the students there, are they in the classroom, then look at academics.
- Mr. Alcorn asked if you could put a dollar amount on the value of putting enough resources towards chronic absenteeism. Ms. Jablonski replied yes, and it is important that even if a student does not graduate they then do get a degree even though it does not count in their graduation rate. She added that having that cost benefit analysis about focusing on chronic absenteeism and overall early intervention plays out long-term.

This item was presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment HRS 2)

ADJOURNMENT

Indicating no other business, HRS Committee Chair Willoughby adjourned the December 2017 HRS Committee meeting.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the December 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – New Cooperative Innovative High School Applications

Policy Implications: Section 2, Article 16 of Chapter 115C-238, Part 9

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), and Mrs. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming. Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, provides a programmatic review of each application and makes recommendations to the governing boards. Next, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) determines approval of the CIHS programs. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly then provides final approval to open with or without additional funding. Five Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

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Names of schools recommended for approval:

- * Marine Sciences & Technologies Early College High School (MaST) - Carteret County Public Schools with Carteret Community College
 - * Center for Industry, Technology and Innovation (CITI) - Nash Rocky Mount Public Schools with Nash Community College
 - * Innovation Early College High School - Pitt County Schools with East Carolina University
 - * Roanoke Rapids Early College High School - Roanoke Rapids Graded School District with Halifax Community College
 - * Southeast Area Technical High School (SEA-Tech) - New Hanover County Schools with Cape Fear Community College
- (Note: This high school is currently in operation and is applying to transition to a CIHS)

Recommendations:

It is recommended that the SBE discuss the CIHS Joint Advisory Committee recommendations as presented.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor reminded the board that this item was presented for discussion last month.
- Ms. Taylor noted that five new Cooperative Innovative High School applications up for approval:
 - Carteret County Schools
 - Nash Rocky-Mount Schools
 - Pitt County Schools
 - Roanoke Rapids Graded School District
 - New Hanover Schools

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment EICS 1)

ACTION ON FIRST READING

EICS 2 – Heritage Collegiate Leadership Academy Review Panel and Decision

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

On Tuesday, December 5, 2017, a three-body appeal panel for the State Board of Education met to discuss the nonrenewal decision for Heritage Collegiate Leadership Academy. During the appeal discussion information was presented from staff of NC Department of Public Instruction and representatives from Heritage Collegiate Leadership Academy.

This charter school previously appeared before the Charter School Advisory Board (CSAB) at its October 2017 meeting. At that meeting, the CSAB, by an overwhelming majority, recommended that the State Board of Education immediately revoke the charter for Heritage Collegiate Leadership Academy. The State Board of Education (SBE) unanimously voted during its November 2017 meeting to accept the recommendation of the CSAB and voted to immediately revoke the charter for Heritage Collegiate Leadership Academy.

Heritage Collegiate Leadership Academy was notified of the State Board's decision to immediately revoke the charter and was afforded an opportunity to appeal the decision. The nonprofit boards did appeal the SBE's decision and an Appeal Review Panel was convened on November 5, 2017. The panel consisted of three members. This panel received information from the Department of Public Instruction and heard from representatives of the charter school. After hearing all of the information, the panel convened to deliberate and make a recommendation to the State Board of Education.

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Recommendation:

The appeal panel recommends that the State Board of Education accept its recommendation regarding Heritage Collegiate Leadership Academy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor informed the Board at the request of Heritage Collegiate Leadership Academy a review panel comprised of three State Board of Education members met December 5, 2017, to hear presentations from the department and from the school staff. The panel deliberated and will present the recommendation to the State Board on Thursday, December 6, 2017 for action.

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment EICS 2)

DISCUSSION

EICS 3 – Approval of Proposed Restart Schools

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting.

Applications Submitted for Approval: 2 Applications for the Restart Model are being submitted for discussion. The following list includes the names of the school district and schools.

Northampton County Schools

1. Willis Hare Elementary

New Hanover County Schools

1. A.H Snipes Academy of Arts and Design
2. R Freeman School of engineering

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour reminded the board that we had a pause for a couple of months accepting these applications. She noted that we now have a new list of recurring low-performing schools and presented three applications -- one from North Hampton County Schools and two from New Hanover County Schools.
- Dr. Barbour informed the Board about the process for reviewing applications. Educator Support Services will now be handling the processing for these applications. She noted that on December 20, there will be a training for the teams that are regionally based that will be reading this information and getting feedback or having conversations with the school systems.

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- Dr. Barbour noted that we have a school system that is experiencing some change in their leadership at the district level and has requested that DPI give them an additional year for planning for one of their restart applications, and then let them reconsider whether they would like to continue with restart.
- Chairman Cobey stated that we had a rapid increase in restart applications in less than two years and we were well over 100 and now we only have three. What is going on? Dr. Barbour replied that this was a speculation based on conversations she has had with some school systems. Some of the challenges that they are facing when they look at the flexibilities and having to make hard decisions about what flexibilities are going to benefit the schools and what was going to impact and improve student achievement, as well as, looking at trying to be strategic in what flexibilities they want to use. Secondly, as school systems learn more about the implementation of restart, we cannot support all the schools with hands-on support for implementation. School systems are having to think hard and deep about what the some of these flexibilities may mean. Thirdly, because it was new and innovative at the start, and now people are having conversations across school districts to decide whether it is an appropriate strategy.
- Ms. Taylor commented that she had heard some discussion about the financial part and how they juggle that. Dr. Barbara replied that they have some questions and there have been opportunities for finance officers to come together and support each other.
- Mr. Griffin asked how many schools are currently doing restart across the state. Dr. Barbour replied 114.

This item is presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment EICS 3)

DISCUSSION

EICS 4 – 2017 Acceleration Charter School Recommendations

Policy Implications: CHTR-013

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

State Board of Education (SBE) policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration. At its November 6, 2017 meeting, the Charter Schools Advisory Board (CSAB) reviewed and considered the acceleration requests for 5 applicant groups. After its review and providing an opportunity to each applicant group to respond to limited questions, the CSAB determined that four of the five groups met the minimum criteria to qualify for acceleration. The 4 applicant groups (outlined below) will receive an interview opportunity with the CSAB at its December 2017 meeting. Since these applicants are seeking to accelerate their opening and begin school operations in the fall of 2018, the CSAB will make a subsequent recommendation at its December meeting for SBE approval in January for any applicant it recommends for acceleration.

Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools (OCS) determined that 5 applicants requested "Acceleration" consideration, meaning the schools will open the fall of 2018 should the SBE approve their requests. The CSAB will forward its subsequent recommendation to approve applicant groups for acceleration to the SBE at its January meeting.

The applicants seeking "Acceleration" consideration are:

- Achievement Charter School - Harnett County
- Apprentice Academy HS of NC - Union County
- Hobgood Academy Charter School - Halifax County
- Mountain Island Day School - Mecklenburg County
- STARMOUNT Charter Academy - Guilford County - **not recommended for interview or SBE approval**

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Recommendations:

Pending Charter Schools Advisory Board review and recommendation at its December 2017 meeting.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado stated that per State Board of Education policy CHTR-013, Charter School Advisory Board reviewed the applications of five schools requesting an accelerated application after they are clarification interview. On November 6, 2017, CSAB voted to move four of the applications to the full interview process at their December meeting.
- CSAB will make a recommendation at their December meeting to the State Board of Education to approve at the Board's January meeting applications, the applicants seeking accelerated consideration. The following four schools are:
 - Achievement Charter School - Harnett County
 - Apprentice Academy HS of NC - Union County
 - Hobgood Academy Charter School - Halifax County
 - Mountain Island Day School - Mecklenburg County
 - Starmount Charter Academy - Guilford County

This item is presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Recommendation to Allow Aristotle Preparatory Academy to Contract with a Charter Management Organization (CLOSED SESSION ITEM)

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

In 2013, the State Board of Education granted Aristotle Preparatory Academy a 10-year charter. The K-12 charter (currently K – 5) school located in Mecklenburg County is completing the third year of its charter term. The Aristotle Preparatory Academy Board has requested that the State Board of Education allow it to enter into a contract with a charter management company, Achievement for All Children (AAC), to assist with the operation of the charter school. According to policy CHTR-014, an amendment “employing or terminating a management company” requires State Board of Education (SBE) approval. The AAC management company is newly formed and has not established a track record as yet in North Carolina or elsewhere. A number of questions have arisen concerning the structure and governance of the management company in addition to its capacity to serve the Aristotle Preparatory Academy Board in the successful operation of the charter school.

At its November 7, 2017, meeting the Charter Schools Advisory Board (CSAB) required Aristotle Preparatory Academy to appear to address its continually low-performing status. In its report, Aristotle Preparatory Academy was required to detail its corrective action and outlined that despite lack of approval, AAC was providing the school with its support without an executed contract. Prior to the November 7, 2017, meeting, Mr. Tony Helton resigned from the CSAB. Since this resignation occurred, the CSAB discussed and concluded that there no longer was a conflict and recommended that the SBE approve the request for Aristotle Preparatory Academy to partner with AAC as its charter management organization.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted that this item will be discussed during closed session this afternoon. Accordingly, it will not be discussed during today's EICS issues session, instead it will be presented during the EICS action items discussed during tomorrow's meeting.

This item is presented for Discussion and moved to Action during the December 2017 State Board of Education meeting. (See Attachment EICS 5)

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DISCUSSION

EICS 6 – Innovative School District Report to the Joint Legislative Education Oversight Committee

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Superintendent Hall will provide an overview and summary of the Innovative School District's annual report to the Joint Legislative Education Oversight Committee on the implementation and progress since May 2017.

Recommendations:

None at this time.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Eric Hall for this item.
- Dr. Hall talked about the work and the progress that has been achieved over the last six months.
- He noted that, as required by General Statute by January 15 annually, the State Board of Education, the Superintendent of Public Instruction, and the ISD Superintendent shall report to the Joint Legislative Education Oversight Committee on all aspects of operation of the ISD including the selection of innovative schools and their progress.
- Dr. Hall stated that the report provides a background and introduction of the legislation itself including aspects of the Innovation Zone, which is a part of our legislation that provides additional flexibilities to our partnering districts where an innovative school is located. He stated that it also identifies recurring funds and provides a summary of the funds used for the administration of the ISD; \$450,000 that is also provided for reoccurring funds for the I-Zone Grants; \$500,000 allocated for an independent evaluation of the ISD. Dr. Hall announced that they have contracted with the Friday Institute who is doing the evaluation design as ISD prepares for the five-year impact as they prepare for what this work is going to bring in the partnering districts and with the Innovation Zones.
- Dr. Hall talked about the operational overview and summary of everything they have done over the last several months.
- He also noted that they have contracted with an independent third-party evaluator for specifically identifying and reviewing the applications that come in for our operators. The contractor is School Works who is a national organization that works with states, local districts, and entities consulting, evaluating and in helping the ISD to identify the operators that will be the best fit and match for the work that we need to do within this first year.
- Dr. Hall informed the board that December 1 was the deadline for operators to submit their applications. Two organizations submitted applications for consideration. Those two organizations are Achievement for All Children and the Remind Group. He added that School Works will be reviewing and evaluating their applications looking at their credibility, capacity and their history of success.
- Ms. Taylor asked how did you put the bid out for the management groups. Dr. Hall responded that it was on the website, newsletters that our partners in charter school division put out as well, Charter Schools Association. Dr. Hall also stated going forward they need to look at how do they engage partners in this work and how to define “entity.”

ADJOURNMENT

Indicating no other business, EICS Committee Chair Becky Taylor adjourned the December 2017 HRS Committee meeting.

Chairman Cobey then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

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EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ES&P Committee Chair Olivia Oxendine called the December 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION ON FIRST READING

ES&P 1 – Educator Preparation Program Approvals

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, NCDPI staff, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to present this item.
- Dr. Sioberg stated that this was a continuation of the complete review of all existing educator preparation programs and their assurances that each program in line with the law and policies.
- He noted that sixty programs are submitted for approval.
- Dr. Sioberg also noted that in addition to the continued review of the existing program assurances, there are also a list of eleven new programs that were submitted to the board for approval.

This item is submitted for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment ES&P 1)

DISCUSSION

ES&P 2 – Teacher Preparation Policy Updates and Alignment with General Statute

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Recent state legislation (S.L.2017-189) passed in July calls for a comprehensive overhaul to educator preparation. These changes necessitate additions, modifications, and omissions to corresponding SBE policy associated with educator preparation. This discussion item is the recommendations of the Professional Educator Preparation and Standards Commission to update and align SBE policy with the new law.

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Recommendations:

On the recommendation of the Professional Educators Preparation and Standards Commission, the policies presented in this discussion item be reviewed by the State Board of Education and approved at the January 2018 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead this item.
- Dr. Sioberg shared a series of policies from the PEPSC group and this item seeks to align educator preparation policy with statute.
- He noted that in S.L.2017-189 passed in July 2017, called for a revamp of all the educator preparation policies. He added that this was done in a tight timeframe. Revised policies must be in place February 1, 2018.
- Dr. Sioberg stated that the core content of all the policy changes was just the alignment of what was intended in the law and making sure that the policies were in direct alignment with that. He also noted that they may have additional modifications in the future as feedback comes in from the field.
- Dr. Sioberg described the policy recommendations in three categories. 1) new policies where the law is requiring things that current policy does not address; 2) taking existing policies and making modifications to align with the recent law; 3) policy omissions because the new law renders some of those two areas mute.
- He then presented each policy and highlighted important components or noteworthy changes associated with each of these areas.
- Dr. Oxendine asked about being fully CAEP. Dr. Sioberg replied that there are two options: if they have CAEP or national accreditation, they can come to the Board with a proposal and be granted consideration by the Board. If they do not have CAEP accreditation, we have a series of states standards. Dr. Oxendine asked if we work for CAEP. Dr. Sioberg replied that CAEP was the gold standard, the national accreditation is a standard that is very rigorous standard across the country.
- Mr. Collins asked about Human Resource representation in the field to the PEPSC. Dr. Tomberlin replied that all regions have representation by a Human Resource Director and a Superintendent on a teacher recruitment and retention task force. That group is making initial recommendation to PEPSC which will make recommendations to the SBE. Dr. Tomberlin noted that one of their goals is to ensure that the field has adequate representation in this process.
- Lt. Governor Forest referenced the EPP Licensure policy -- asked if the State Board was seeing all the proposals vetted and gone through a process and then we make approvals. Dr. Sioberg replied that the area that the Lt. Governor Forest cited is about the individual license area. Dr. Sioberg added that the process for an entity to gain initial authorization was listed above that. The SBE will get proposals from organizations or entities that have an interest in producing teachers. He added that these are two separate processes.
- Mr. Collins asked if NC Teach still exists and if not, what replaced it. Dr. Sioberg replied that existing programs that have been approved by the Board are still in place. The new law was very clear that lateral entry processes remain in place for the next two years. Mr. Collins asked if Teach for America was a legacy program so nothing will change.
- Superintendent Johnson stated let's try to give some feedback back to the PEPSC Commission that can help resolve some the uncertainties that we are feeling about what they were might be approving. He added that we want high quality teachers to come out of our colleges of education and high-quality teachers from alternative pathways as well. He then asked the Board what was in this process that could maybe be a holdup for urgently getting good programs approved and getting teachers out as quickly as possible. Superintendent Johnson suggested maybe adding a time limit in the policies or put a time limit on ourselves. He also noted that maybe some language could be added within the policies highlighting different pathways.

Outdated policies for deletion

- Attachment 1: TCED-002 - Standards and Indicators for Approved Teacher Evaluation Programs
- Attachment 2: TCED-005 Preservice Teacher Technology Assessment

Program Approval and Admission Policies

- Attachment 3: TCED-004 - Educator Preparation Program Recognition and Approval
- Attachment 4: TCED-006 - Innovative/Experimental Programs for School Administrator Preparation
- Ø Attachment 5: TCED-010 - Policy Defining Innovative/Experimental Programs for Teacher Licensure
- Ø Attachment 6: LICN-003 - Twenty-first Century Professionals
- Attachment 7: TCED-009 - Minimum Admissions Requirements and Exceptions for Educator Preparation Programs

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Clinical Requirements and Mentor Policies

- Attachment 8: EVAL-024 - Clinical Practice in Educator Preparation Programs
- Attachment 9: LICN-004 Beginning Teacher Support Program

Content and Accountability Requirement Policies

- Attachment 10: Content and Pedagogy Requirements for Educator Preparation Programs
- Attachment 11: Reports of Alleged Violations Regarding Educator Preparation Programs
- Attachment 12: Educator Preparation Program Accountability Requirements and Risk Factors
- Attachment 13: TCED-008 - Sanctions for Educator Preparation Programs
- Attachment 14: School Administrator Preparation Programs
- Attachment 15: Teacher Assistants and Internships

This item is submitted for Discussion during the December 2017 State Board of Education meeting. (See Attachment ES&P 2)

NEW BUSINESS

- **Advanced Teaching Roles and Compensation Models Pilot Program Evaluation Update**
 - ▼ **Dr. Trip Stallings, Director of Policy Research, Friday Institute for Educational Innovation, NCSU**

Dr. Tomberlin reminded the Board that in 2016 the General Assembly instituted the Advanced Teaching Roles and Compensation Pilot Program implemented in six districts: CMS, Pitt County, Chapel Hill, Vance, Edgecombe, and Washington. Dr. Tomberlin stated that as part of the program there was an evaluation which was being conducted by the Friday Institute. He then introduced

Dr. Trip Stallings stated that North Carolina has gone through a long history of thinking through how to differentiate pay or create career ladders, or introduce incentives for teacher pay. Dr. Stallings noted that we now think in terms of a much more attenuated process where they offer things like career ladder plans that are in place with the new legislation, that immediately probably leads to an improvement in recruitment and retention, under the assumption that there was good communication, which was a Race to the Top learning. Followed by stabilization of the school culture itself, as we see less turnover and more professionalization for the teachers who were there, and after this is when we expect to see some significant changes and improvements or outcomes for students.

Dr. Stallings discussed possible outcomes for advanced teaching roles initiatives. He noted that on page 5 of his presentation, the outcomes that are marked “state”, are the ones that are described in legislation. He added that beginning next week in cooperation with participating districts, they will be looking at many leading indicators. They have also secured some external funding to extend their evaluation to be able to cover more territory than what was legislatively approved. Dr. Stallings stated that they would be looking at cost-effectiveness and how programs are implemented and will discuss how they structured the evaluation and what inputs are in place to make these programs successful, what outputs they expect, what will be measured, and what they hope the goals are. Beginning next week in Edgecombe County, and then after that in the other five districts, he and his team will be visiting them to discuss the specifics of their plans. Each plan is different.

Dr. Stallings shared the focus of the evaluation -- academic and instructional impact; impact on the teaching profession; comparative analysis of pilot programs; financial and policy considerations. They want to implement plans that makes sense for the districts, and not look at this as a competition between these districts, but more about comparing them and looking at how they are approaching these things differently. He added that they are also looking to see how well these programs can operate efficient.

He stressed how challenging it was to provide quantitative outcomes when a program does not have a simple thing like randomization. These are programs where districts are identifying teachers for roles. It is by nature not random. He added that they are going to do the best that they can to start to pick apart some of the quantitative outcomes, but wanted the Board to be aware of what limits that. He added that the size of the program limits that and in three of the six counties, they are talking about a hand full of teachers, because the programs are not the same across districts and cannot really combine their numbers. Dr. Stallings stated that by statute these pilots are different from each other, and, therefore, should have different roles and different outcomes. The pilots are not that long, but are very long in some ways. This was three years of time and they do hope to see those leading indicators and will discuss further as the process unfolds.

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ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the December 2017 ES&P Committee meeting.

Chairman Cobey then recognized Mr. Greg Alcorn, Committee, Chair for the Education Innovation and Charter Schools Committee.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

BSOP Committee Chair Greg Alcorn called the December 2017 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Approval of Digital Learning Initiative Grant Program for Districts and Charter Schools

SBE Strategic Plan

Goal 2: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using digital learning tools

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.1: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning), and Ms. Emma Braaten (Digital Learning Initiative Specialist, Digital Teaching and Learning)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), issued a Request for Proposals (RFP) for Digital Learning Initiative (DLI) Grants on September 2017. The North Carolina Digital Learning Plan recommended the provision of grants to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools. All school districts and charter schools were eligible to apply for the competitive grant program. Funds must be expended by recipients prior to June 30, 2018.

Recommendations:

It is recommended that the State Board of Education approve the applications identified by the grant evaluation team to distribute funding to school districts and charter schools.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Ms. Verna Lalbeharie to lead this item.
- Mr. Kenan and Mr. Davis recused themselves from BSOP 1 and BSOP 2.
- Ms. Lalbeharie reminded the Board that in September they released the RFP for applications. She then introduced Ms. Emma Braaten to walk through the grant process and recommendations.
- Ms. Braaten presented the list of LEAs recommended to receive the Digital Learning Initiative Grants.
- She noted to make these final recommendations, Digital Teaching and Learning aligned their review process with the State Board of Education policy for competitive grants.
- Ms. Braaten stated that a total of 61 LEAs applied for a DLI Grant and are recommending that 31 be awarded funding. She added that this number was greater than what was initially anticipated. Of the 46 planning grant applicants, they are recommending that twenty-one school districts receive grants funds. For the planning grants, all the SBE districts are represented.
- She shared that of the fifteen Showcase Grant applicants, nine districts and one charter school have been recommended for funding.
- Ms. Braaten noted that through this process it really confirmed that there was a need for more money to go to districts to support them in their digital teaching and learning efforts. Many of the applications focused on providing professional development resources, providing stipends, funding for substitute teachers to support teachers to engage in this work.

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- Based upon your approval, each LEA will receive a notification letter with comments from the evaluation team's specific to their application. For the grantees, they have scheduled an informational webinar and plan to distribute funding as quickly as possible in the next month.
- Lt. Governor Forest commented that this was a great next step, and have noticed that within our schools a real digital learning and computer science type of learning was going on. The students are as excited about doing that as anything we have seen in years.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – State Personnel Development Grant (NC State Improvement Project)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children Division), and Dr. Paula Crawford (NC SIP Project Director, Exceptional Children Division)

Description:

Description of NC State Improvement Project (LEA Engagement Component):

In March 2016, the Exceptional Children Division received the grant award notification from the Office of Special Education Programs (OSEP) for federal funding of the competitive five-year State Personnel Development Grant (SPDG) in the amount of \$7,432,705 (\$1,486,541 annually) beginning October 1, 2016. The purpose of the grant, referred to as the NC State Improvement Project (NC SIP), is to improve the quality of teacher instructional competencies to impact the academic performance of students – especially students with disabilities. The NC SIP grant goals are:

GOAL 1 - NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.

GOAL 2 - District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.

GOAL 3 - Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.

GOAL 4 - Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

The NC SIP builds upon implementation knowledge acquired since 2000, when the first grant was awarded; from: the past and current participants in the LEAs across the state, the over 36,000 educators who have completed the professional development courses, and the capacity built through the approximately 450 certified Reading Research-to-Classroom Practice (RRtCP) and Foundations of Math (FoM) Instructors. The current goals address specific areas to strengthen that were identified in stakeholder meetings held during 2014-15. The accomplishment of these goals will be achieved through intentional, targeted, supported implementation in three levels of engagement termed: Best Practice Centers, Demonstration Sites, and Network Sites. Selection of sites will be achieved through a competitive application process within the five-year grant cycle. The first sites were selected at the beginning of the 2016-17 school year. These centers and sites provide regional opportunities for professional development, strengthen capacity building, and provide greater access to observe best practices at the local level. New sites will be phased into participation with orientation, professional development, and technical assistance support. The competitive application process to

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participate in NC SIP was designed for the LEA team to collaboratively complete – see appendix for Levels of Engagement Goals, Expectations, and Requirements Described for each level: Best Practice Centers, Demonstration Sites, Network Sites. A systematic and objective process utilized a rubric and scoring from multiple raters for selection of the sites.

The professional learning focus will include newly revised and/or developed content and data collection:

- All Leaders Understand, Support, and Collaborate to Provide Evidence-based Instruction (reading, math)
- Reading Research to Classroom Practice and Foundations of Math courses (revised 2016)
- Evidence-based programs for reading and math instruction
- Coaching continuum to include virtual coaching
- Co-teaching for Administrators and Teachers
- Evidence-based adolescent literacy programming including the Content Literacy Continuum University of Kansas Strategic Instruction Model

The selected LEA teams at each participating school, with support and guidance from the NC SIP regional team (NC SIP Exceptional Children Division Consultants and NC SIP Regional Coach/es), will collaborate to develop the 2017-18 implementation plan. Quarterly measurement goals will be clearly articulated in the plan and the year-end Developmental Review will be conducted to determine if goals are met. Allotted PRC 082 funds will be budgeted and spent according to plan (by fiscal year end) and reflected in the annual LEA expenditure report submitted by the due dates of March 31 and September 30 – adhering to the spending guidelines of 90% for professional development and 10% for materials to support the professional development. Meeting annual implementation plan goals with evidence, accountability for appropriate spending, and timely data reporting on the provision of professional development and participation, fidelity of delivery of course content, follow-up coaching and parent involvement, as well as teacher and student outcomes, will determine continuing participation and funding for the following years.

October 10 All Traditional and Charter LEAs, not currently participating, invited to apply for 2017-18 NC SIP grant competition

October 24 LEA application review and selection of sites completed

Week of Nov. 27 LEAs notified of selection of Best Practice Centers, Demonstration, or Network Sites

Week of Nov. 27 Request PRC 082 allotments to LEAs

December 6 LEA names provided to inform the NC SBE

Winter and Spring Professional development, orientation of new sites, and action planning with LEAs

2018 Ongoing professional development, coaching support, regional meetings, technical assistance provided for implementation plans and monitoring of progress

Description of NC State Improvement Project (Institutions of Higher Education Engagement Component):

To achieve Goal 4 (stated above), addressing pre-service teacher preparation through the IHEs, NC SIP invited all special education teacher preparation programs in the state to apply for the IHE-funded partnership. The current four partnerships with NCSU, ECU, UNC-P, and UNC-C have proven extremely beneficial to address the successful pass rate on the Pearson exams for teachers seeking initial licensure. Faculty complete the requirements to become certified to instruct the RRtCP and FoM and embed the content into their courses. Faculty assist to provide outreach in their catchment areas by providing faculty and administrator professional development sessions, working with the LEAs, providing seminars and professional development, placing student teachers in classrooms with coordinating teachers who have completed RRtCP and FoM as well as research-based program training to better prepare them to enter NC classrooms, and providing classroom opportunities to parents of students with disabilities to tell their story in college classrooms through the NC SIP partnership with ECAC.

The competitive application to participate as an NC SIP IHE partner was developed for the IHE team to complete collaboratively. A systematic and objective scoring process utilized a rubric and scoring from multiple raters for selection of the IHE partner sites. The successfully funded IHE partners will receive \$10,000 annually through a contract contingent upon successful accomplishment of their scope of work. Quarterly measurement goals are clearly articulated in the scope of work, and the year-end Developmental Review will be conducted to determine if goals are met. Funds will be budgeted and spent according to plan (by contract year end) and reflected in the annual IHE budget which is submitted adhering to the spending guidelines of 90% for professional development and 10% for materials to support the professional development. Meeting implementation plan goals with evidence, accountability for appropriate spending, and timely data reporting will be determining factors in continuing participation and funding for the following years.

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September 22 All NC special education teacher preparation programs, not currently participating, invited to apply for 2017-18 NC SIP IHE grant competition
 October 18 IHE application review and selection of sites completed
 November 14 IHEs notified of selection
 November 27 IHE Orientation meeting
 December 6 NC SIP IHE selection process and names provided to inform the SBE
 By February, 2018 Contracts awarded
 Spring 2018 Professional development, IHE quarterly meetings
 2018 Ongoing professional development, coaching support, technical assistance, and monitoring of progress

Description of NC State Improvement Project (NC SIP Regional Coach Component):

To achieve Goals 1, 2 and 3 (stated above) addressing coaching, capacity building and engagement, the NC SIP Regional Coach role was developed to provide greater statewide access to the RRtCP and FoM courses and extend the reach of the project coaching by developing skills and expertise in highly qualified RRtCP and FoM LEA instructors. Certified instructors were invited to apply to become a NC SIP Regional Coach through a competitive process that also included the submission of required peer and leadership recommendations. This role provides an opportunity for educators to be recognized regionally and statewide, and to further develop leadership skills at these levels while supporting the goals of the NC SIP partnering LEAs and all other LEAs seeking access to the state level RRtCP and FoM courses. A systematic and objective process utilized a rubric and scoring from multiple raters for selection of these coaches. A limited number of certified instructors are selected for this role. They are paid a quarterly stipend through PRC 082 allotments to their employing LEA as well as travel costs. The amount provided per coach annually is \$7,000 to support the professional development and coaching within their region.

August 22 All currently certified NC SIP RRtCP and FoM instructors are invited to apply for 2017-18 NC SIP Regional Coach competition
 October 18 NC SIP Regional Coach application review and selection completed
 November 13 NC SIP Regional Coaches notified of selection or non-selection
 Week of Nov. 27 Request allotments for stipends and travel to LEAs for NC SIP Regional Coaches
 December 6 NC SIP Regional Coach selection process provided to inform the SBE
 January 2018 Professional development, orientation
 Spring 2018 Ongoing professional development, support, regional meetings, coaching

Recommendations:

It is recommended that the State Board of Education approve this item on first reading.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen recognized Ms. Sherry Thomas to lead this item.
- Ms. Thomas stated that this was regarding our ongoing State Personnel Grant that we have had for several years. She then recognized Dr. Paul Crawford, Grant Director.
- Dr. Crawford referenced the attachment on eBoard listing the 73 LEAs that have been awarded for 2017-18. The award memos went out this week. She noted that they partnered with seven of the IHEs across the state and had regional coaches that supported this work. These are five-year grants ending in 2021.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – Extended Learning and Integrated Student Supports Grant Award Recommendations

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

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Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

For the 2017-18 school year, the General Assembly of North Carolina appropriated six million dollars (\$6,000,000) from the At-Risk Student Services Alternative School Allotment for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program. The purpose of the Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes.

Nonprofits and nonprofits working in collaboration with local school administrative units may participate in the ELISS program. Programs must serve one or more of the following student groups:

1. At risk students not performing at grade level as demonstrated by statewide assessments
2. Students at risk of dropping out
3. Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. Grants must be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include other State funds. Matching funds may include in-kind contributions. Matching funds may include in kind contributions for up to fifty percent (50%) of the required match.

For the 2017-18 school year, thirty-four (34) applications were received as completed by the due date of October 13, 2017. Based on the results of the review process and the amount of funding available, which is \$5,800,000.00, eighteen (18) applications are recommended for approval for a total of \$5,801,196.24.

Recommendations:

It is recommended that the SBE approve the recommendation in order to appropriate funds in a timely manner to enable local programs to provide services to students during the 2017-18 school year.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Ms. Donna Brown to lead this item.
- Ms. Brown reminded the Board the timeline for the DTL Grants, and she brought request for proposal for the extended learning and integrated student supports Grant program to the Board for approval in September.
- She noted that they received thirty-four applications by the October 13, 2017 deadline.
- Ms. Brown presented recommendations to the Board for eighteen of those applications to be approved.
- She referenced attachment one on page one is the list of recommendations actions. She stated that they base the recommendations on the quality of the proposal, the opportunity to meet competitive priorities as outlined in Session Law 2017-57, and the amount of funding available. Ms. Brown noted that there were two applicants that tied. It was discussed in committee and the recommendation of committee was that they reduce all the applicants down to the two that tied in score by just 2%.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment BSOP 3)

NEW BUSINESS

➤ **Update on DPI Reductions**

Mr. Alcorn reported that the business operations committee was available and looking at the 2018 budget reductions and making sure that they get out in front of that. He also noted that the performance audit was out on the website as well.

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ADJOURNMENT

Indicating no other business, BSOP Committee Chair Mr. Gregory Alcorn adjourned the December 2017 BSOP Committee meeting.

RECONVENE IN OPEN SESSION

Chairman Cobey thanked the members and advisors for their attention and participation in our committee meeting for the day. As you know, the first Thursday of the month is our official meeting day, so we will vote on all action items tomorrow.

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its closed session, Chairman Cobey called for a motion to go into closed session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. Reginald Kenan, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:

- *John Scanlon v. Mark Johnson;*
- *Hoke County v. The State of North Carolina et al.*
- *NC State Board of Education v. State of North Carolina and the Rules Review Commission*
- *Carter G. Woodson v. State Board of Education*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting and reminded everyone that the Board will return into open session.

Upon motion made by Dr. Olivia Oxendine and seconded by Ms. Tricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, December 7, 2017, at 9:00 a.m.

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**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
December 7, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Wayne McDevitt
A.L. Collins, Vice Chairman	Rebecca Taylor
Eric Davis	Reginald Kenan
Gregory Alcorn	Patricia Willoughby
Todd Chasteen	Olivia Oxendine
Treasurer Dale Folwell (conference call)	Amy White

Also present were:

State Superintendent Mark Johnson	Jason Griffin, Principal of the Year Advisor
Amanda Bell, Local Board Member Advisor	Lisa Godwin, Teacher of the Year Advisor
Freddie Williamson, Superintendent Advisor (Interim)	

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, December 7, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, and online listeners to the meeting.

Chairman Cobey noted that the Board's agenda and materials were available online at www.ncpublicschools.org at "SBE Meetings." All Board meeting materials were available on this site. The Agenda also provides access to audio streaming of the meeting at the bottom of the page.

Chairman Cobey stated that the December agenda was approved yesterday, so the Board will proceed under the approved agenda. Chairman Cobey reminded everyone that discussions occur on the Wednesday preceding the Board's official meeting day, which is the first Thursday of the month.

Chairman Cobey then read the required Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Chairman Cobey noted that on Wednesday, Mr. Davis and Mr. Kenan recused themselves from BSOP 1 and BSOP 2. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Pledge of the Allegiance

Mr. Wayne McDevitt was recognized to lead the Board in the Pledge of Allegiance.

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APPROVAL OF MINUTES

Discussion/Comments:

Chairman Bill Cobey requested a motion to approve the minutes of the State Board of Education meeting from December 2, 2017.

* There was no discussion.

Upon motion made by Mr. Eric Davis, and seconded by Ms. Amy White, the Board voted unanimously to approve the State Board of Education meeting minutes from the November 2, 2017.

Chairman Cobey recognized Dr. Freddie Williamson to provide an update on the situation they face in Hoke County. Dr. Williamson thanked everyone for their heartfelt concerns and expressions for the Hoke County School family. Earlier this week a criminal committed a crime against one of their teachers. He noted that the teacher was doing well and they all appreciate your prayers. Chairman Cobey shared that Dr. Freddie Williamson will be the Superintendent Advisor next year, as Dr. Merrill of Wake County was retiring.

SPECIAL RECOGNITION

- **Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)**
 - For 7-12 Mathematics: Ms. Wendy Bartlett, Reagan High School, Winston-Salem/Forsyth County Schools; Ms. Suzanne Gibbons, Wake STEM Early College – Wake County Schools, Ms. Christina Pennington, Ashe County High School – Ashe County Schools
 - For 7-12 Science: Ms. Michelle Ellis, Hunter Huss High School – Gaston County Schools; Ms. Laura Lawrence, The Asheville School, Asheville; Leslie Rhinehart, Polk County High School – Polk County Schools

Chairman Cobey recognized Dr. Maria Pitre-Martin to introduce special recognitions for students, educators, schools, and school districts that have earned State and National recognition in their field. Today is no exception, we are recognizing our national Presidential Awards for Mathematics and Science winners and our Global-Ready schools that have earned global-ready recognition. Chairman Cobey noted that our Global-Ready honorees made a brief presentation on their outstanding features of their programs and the positive impact these programs are having. Chairman Cobey then recognized Dr. Maria Pitre-Martin to introduce the honorees. Dr. Pitre-Martin shared that this award is the highest recognition that teachers and science, engineering, technology or math in the STEM fields may receive for outstanding teaching in the United States. These teachers are recognized for their skills as educators with focus on growing students and developing a passion for the STEM fields. Dr. Pitre-Martin noted that the goal of this award program is to exemplify the highest standards of teaching. She added that these teachers are leaders not only in the classroom but in their school, their district, their community and across the state. Each honoree was invited to take a photo with the Board members.

SPECIAL RECOGNITION

- **Global-Ready Schools Recognition and Presentations**
 - Dixon Elementary School, Mr. Glenn Reed, Principal – Onslow County – Superintendent Rick Stout
 - Elon Elementary School, Mr. Jack Davern, Principal – Alamance Burlington Schools – Superintendent Bill Harrison
 - Unionville Elementary School, Dr. Sharyn G. Vonnannon, Principal – Union County Schools – Superintendent Drew Houlihan
 - Waddell Language Academy, Dr. Felicia Eybl, Principal – Charlotte-Mecklenburg Schools, Superintendent Clayton Wilcox

Chairman Cobey recognized Mr. McDevitt to set the stage for the Global-Ready Schools recognition and presentations. Mr. McDevitt reminded the Board that they had a task force that had many findings, six recommendations and fourteen action items. He noted that the task force will rule provides a comprehensive status report in the future. Mr. McDevitt added that it was a focus on a various rigorous rubric to establish Global-Ready Schools, Global-Ready Districts, teacher and administrator badging. He then introduced Ms. Helga Fasciano to recognize each honoree. Ms. Fasciano presented

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four schools noting that each school had completed a rigorous application process which included submission of an application in April 2017, with narratives and links to evidences to support the self-assessment rating on the Global-Ready Implementation Rubric along with a successful site visit by a state team in September 2017. She added that each school presented today had met the criteria for a final overall rating at Prepared or Model, and have also met or exceeded the minimum student achievement requirements for the average composite on statewide achievement assessments and for growth.

Ms. Fasciano shared that the following schools were recognized for meeting the Prepared Level of Achievement. This means that the school effectively implements systems and structures (processes) to support global readiness; many components of global education are embedded school-wide; and sound, well-embedded practices showing positive impact on students.

She also announced that she was just informed by the Global Educator Digital Badge Capstone Project state-level review team, that Mr. Davern and his Assistant Principal, Ms. Pennington that their projects have been accepted for the state resource bank and they are our first building-level administrators to earn this designation as outlined in State Board policy.

Unionville Elementary was recognized for meeting the Model Level of Achievement. This means that the school consistently implements systems and processes to support global readiness. The school is a leader for other schools to replicate or model. Global readiness is embedded in the school's culture. Well-developed, cutting edge practice showing consistent, high-level student impact.

- **Unionville Elementary** - Dr. Sharyn VonCannon, Principal; Michelle Medlin, Kindergarten Teacher Leader; Jodi Autry, Curriculum Support Teacher; Jessica Garner, Director of College Readiness and Innovation
- **E.E. Waddell Language Academy** - Dr. Felicia Eybl, Heather Lynch, Debra Lentz, Justin Parmenter, Haibin Li, Kathy Melendez, Penny Presley (Executive Director East Learning Community), Tangela Williams (Executive Director, Central Learning Community), and Nicolette Grant, Executive Director, PreK-5 Learning
- **Elon Elementary** - Niki Montgomery, Sue Cauley, Sandra Bays, Lisa Hiatt, Stella Ospina, Usha Verma, Mary Black, Angela Bost, Ms. Michelle Macumber, Tracy Pennington, Jack Davern
- **Dixon Elementary** - Glenn Reed, Principal; Beth Folger, Assistant Superintendent; Susanne Long, Director of Curriculum and Global Education

Chairman Cobey thanked Mr. McDevitt and members for their leadership through the years on the Global education committee for their work and the development of global ready of initiatives and recognitions. He noted that the testimony from these LEAs and schools was proof-positive of the impact on schools and students from these initiatives developed by the Special Committee on Global Education. Congratulations to all the honorees today for your achievement of excellence in your schools and for your students.

Chairman Cobey recognized Superintendent Johnson for the Superintendent's report.

STATE SUPERINTENDENT'S REPORT

Superintendent Johnson highlighted his visit to the North Carolina School of the Deaf in Morganton – VEX IQ competition which is a STEM-related competition where students compete by programming robots. He shared how excited the students were about the new campus and all that it entails. Superintendent Johnson brought greetings to the National Association for Gifted Children Convention. Approximately 3000 people gathered at the Charlotte Convention Center on November 9, 2017.

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Superintendent Johnson shared that DPI received an award from the Golden Modes. DPI won a grant to get bicycles and employees get to use them to bike around. We also received the employer Commute Champion Award which works towards people carpooling or alternative ways to get to and from work. Superintendent Johnson thanked staff in Accountability, Communications and Ms. Susan Auton for their work on the Graduation and Growth Awards. He added that he highlighted more on growth, and highlight when schools are growing, students are exceeding the growth expectations that were set for them. Superintendent Johnson shared that they launched the Growth Awards, and the feedback has been humbling and they are honored by the excitement from the districts. He also gave special acknowledgements to Dr. Lynn Harvey who received a certificate on behalf of DPI from the Texas Department of Agriculture for our work supporting them after Hurricane Harvey.

He noted that beautiful art work has now been displayed on the seventh floor and now it can be scanned with by a smart phone to watch performances and/or learn more information. He thanked Ms. Christy Ebert for all her efforts in helping to make this happen. This was another way to remind the Department who they are working for – the students. He also thanked Ms. Vicki Vitiello for her assistance with this initiative as well. Superintendent Johnson stated that there will be several activities occurring during Christmas and the holiday season including the concert performances throughout December. He invited the Board and Advisors on December 15, there will be a gathering for DPI staff, while being respectful of budget cuts, we will be celebrating with comradery and Christmas cookies. He added that Santa Claus will be at DPI from 2:00-4:00 PM. There will also be a Christmas decorating competition for DPI with special judges giving awards.

Superintendent Johnson thanked the staff members who have worked on revamping the NC School Report Cards website. He provided hands-on demonstration of the newly revised live website – www.schoolsreportcard.nc.gov. This interactive website designed and hosted by SAS, includes printable versions of the North Carolina School Report Card snapshots. Superintendent Johnson added that the purpose was to make it easier for the parent and educator to help find their district and/or school. The release of the 2016-17 School Report Card includes two new features. The first is information related to Career and Technical Education — what courses are offered and the number of industry-recognized credentials earned by students. The second new feature is a student readiness indicator, which shows the percentage of students entering a school's lowest grade who were proficient in both reading and math at the end of the previous year. The student readiness indicator, along with information about the percentage of students who are economically disadvantaged, provide context to the test scores and other information that is provided.

The new website allows for side-by-side school comparisons. Since schools are structured differently from one another in terms of size, grade levels, student populations served, and the programs offered, the Report Cards should not be used to rank schools. Parents and others should note that the information in the School Report Card, while important, cannot tell you the entire story about a school. Other important factors — the extra hours put in by teachers preparing for class and grading assignments, the school spirit felt by families, the involvement in sports, arts, or other extracurriculars — are crucial aspects of a school community, but are not reflected on the Report Card. Superintendent Johnson announced that all of this was in a mobile format.

Mr. Alcorn commented that this was a good time to discuss security and cyber security considering what happened in Charlotte-Mecklenburg this week and he hoped that the Superintendent will continue to talk about how important security is now. Superintendent Johnson replied that security is already being discussed. Mr. Alcorn asked the Superintendent for a more tangible timeline on the Performance Audit. Superintendent Johnson replied that the RFP was out, and that the audit has to be completed before May 2018. He noted as discussion continues that he would encourage the Board to come back for a working session to be able to focus some time, before the Performance Audit results come out, to take a deep dive into the where the contracts and money was going in this building. Mr. Alcorn asked if there was a place where he can find the RFP. Superintendent Johnson replied that he would make sure that they had the link. Chairman Cobey asked Superintendent Johnson about time allotted for the work session, and Superintendent Johnson suggested a whole day with preparatory work from staff, and we would bring to the Board all the information to begin conversations about where there may be chances for efficiencies, or where there may be duplicative contracts, or if we need to begin making tough decisions and what those would be. Chairman Cobey asked Ms. Betsy West to look at the calendar.

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Ms. Taylor commented that she was trying to figure out the timeline, because if this was to be completed in May, assuming that an organization will be chosen quickly. Mr. Michael Nicolaides stated that the RFP was posted on December 1, 2017, and will close on December 18, 2017. Superintendent Johnson commented that in January he would like for the Board to have a work session and have staff present options of what they can dig in to. Dr. Oxendine stated understanding exactly what the organization that will be selected will be doing would be very helpful. Mr. McDevitt asked for clarity regarding what the statute says, that it also identifies \$1,000,000 in cuts. Superintendent Johnson replied, that there are multiple cuts in the state budget. One is the money that is being used for the audit is to be recouped by potential cuts, but, as discussed over the last two months, that does not mean that those cuts have to happen. He added that he believes that the General Assembly was looking for accountability with the money that was sent to this department. Superintendent Johnson noted that through the work session, you can show that the Board and the Department was working to be accountable. If those audits show that cuts would be very detrimental – we go over together, State Board members, himself and their staff would go over together and say, here is what we have uncovered, and here are the results.

Mr. McDevitt asked what are they measuring this against – ESSA Plan, the Strategic Plan, statutory requirements, other things over the years that they have identified, for example, mentors. Mr. Davis asked why did the Board not get an opportunity to weigh in on the RFP while it was being drafted. Superintendent Johnson replied that he requested it to the General Assembly and added that he was happy to work together with the Board to figure out ways going forward next year working together. He added that his staff and the Board staff have a very good working relationship and the work session will be a good starting point. Mr. Davis commented that he did not see it as “your staff” and “my staff.” The Department is Chief Administrative Officer and Superintendent of Public Instruction – you are the Administrative Officer of the Department of Public Instruction. Mr. Davis added that with that constitutional responsibility, what he would prefer in any kind of work session is Superintendent Johnson’s recommendation on what he thinks ought to be done with your Department of Public Instruction to create efficiency in any budget cuts that the Superintendent thinks about the Department. Mr. Davis added that he would like to know what the Superintendent thinks. He would like to know what further cuts this Department can withstand for the services of North Carolina. Superintendent Johnson replied that he had this conversation with another Board member this week and reminded that person that this was what the law suit was about. The Board is head of the agency. He added that he can make recommendations, but his hope for next year was that both Superintendent Johnson and the Board can work better together on these issues. Mr. Davis stated that he feels that it was the Superintendent’s duty to review the budget of the Department and submit recommendations to the Board regarding what should change. Superintendent Johnson stated that one of his complaints about this past year was that this Board wants all the authority but none of the responsibility. There was disagreement from several Board members.

Chairman Cobey assigned Mr. Alcorn and his committee to find a date and determine what the Board needs to do as a work session within the next couple weeks.

CONSENT AGENDA

Chairman Cobey moved to the Consent agenda. Noting that these items have either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

<p><i>Upon motion by <u>Mr. Greg Alcorn</u> and seconded by <u>Mr. Eric Davis</u>, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, SLA 7, SLA 8, SLA 9, BSOP 4, EICS 7)</i></p>
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**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

CONSENT

SLA 7 – Report to the NC General Assembly: English Learners Headcount Report

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Objective 4.3 Use all State and federal funding according to State and federal laws and State Board of Education policies.

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Ms. Christie Lynch Ebert (Interim Director, Division of K-12 Standards, Curriculum and Instruction and Section Chief, K- 12 Programs Area, Division of K-12 Standards, Curriculum and Instruction)

Description:

This report provides the headcount of English Learners (ELs), those students identified as having limited English proficiency (LEP) in North Carolina Public Schools as of October 1, 2017. In accordance with SL 2003-284, Section 7.15(b), the Department of Public Instruction is required to prepare a headcount of all English Learners (ELs) and report it to the Joint Legislative Education Oversight Committee by December 15 of each year.

The current enrollment of those students identified and assessed as English Learners (ELs) in accordance with the policies of the State Board of Education (SBE) as of October 1, 2017, is included in the report. The report includes an accompanying table which lists the number of students by all LEAs and charter schools. In adherence with FERPA, the data is suppressed where fewer than ten students are identified as EL (small cell suppression rule).

Recommendations:

It is recommended that the State Board of Education accept the report as written.

CONSENT

SLA 8 – Report to the North Carolina General Assembly: Education of Children in Private Psychiatric Residential Treatment Facilities (PRTFs)

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: DHHS and DPI, in collaboration with other interested agencies, shall submit its initial joint report, as required by G.S. 122C-450.4, to the Joint Legislative Education Oversight Committee and to the Joint Legislative Oversight Committee on Health and Human Services by January 15, 2018.

Recommendations:

It is recommended that the SBE accept this report for submission to the Joint Legislative Education Oversight Committee. The report recommends a \$304,000 budget increase for a total budget of \$3,540,000.

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CONSENT

SLA 9 – Technical Corrections to Extended Content Standards for English Language Arts SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Mr. William J. Hussey (Director, Exceptional Children), and Ms. Dreama McCoy (Section Chief, Exceptional Children).

Description:

In fulfillment of policy SCOS-012, the newly adopted Extended Content English Language Arts K-12 was approved by the State Board of Education in June 2017. The revised Extended Content English Language Arts K-12 was presented to the State Board of Education at its May meeting for Discussion and again at the June (2017) meeting for Action. During the transfer and upload of documents for the June meeting, a portion of the original document from May was inadvertently omitted from the standards.

It is requested the SBE accept this document that reflects the original information that was presented to the State Board in May 2017.

Recommendations:

It is recommended that the State Board of Education approve the Extended Content English Language Arts K-12 standards in its entirety at the December 2017 State Board of Education meeting.

CONSENT

BSOP 4 – Joint Legislative Education Oversight Committee Report: Allotment Transfer Report

Presenter(s) Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

The Appropriations Act of 2017 modified G.S.115C-105.25 to require all local education agencies to post on their website a description of each program report code and object code; a summary of expenditure by program report code and object code; a description of each allotment transfer that increased or decreased the initial allotment amount by more than five percent (5%), including all of the following information:

- The amount of the transfer.
- The allotment category into which the funds were transferred.
- The purpose code for the funds following the transfer.
- A description of any teacher positions fully or partially funded as a result of the transfer, including all subject areas taught by the teacher in the position.
- The educational priorities that necessitated the transfer.

The Department of Public Instruction shall collect the information reported by the LEAs and report the aggregate information for the last three years to the Joint Legislative Education Oversight Committee and the Fiscal Research Division.

Recommendation:

It is recommended that the State Board of Education Approve this report.

CONSENT

EICS 7 – North Carolina Virtual Public School Annual Report 2016-17

Presenter(s): Dr. Maria Pitre-Martin (Deputy Superintendent) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

SBE Strategic Plan

Goal: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using online tools

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Description:

Session Law 2011-145 SECTION 7.22 (h);(G.S.v66-58 (c) dictates that "Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement."

The NCVPS Executive Director will share the 2016-2017 Annual Report. The report highlights accomplishments, achievement, outreach initiatives programs, processes, and enrollment for the 2016-2017 fiscal year.

Recommendations:

The State Board of Education is asked to approve the NCVPS Annual Report 2016-2017.

ACTION AND DISCUSSION AGENDA

**BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

BSOP Committee Chair Greg Alcorn called the December 2017 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Approval of Digital Learning Initiative Grant Program for Districts and Charter Schools

SBE Strategic Plan

Goal 2: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using digital learning tools

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.1: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning), and Ms. Emma Braaten (Digital Learning Initiative Specialist, Digital Teaching and Learning)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), issued a Request for Proposals (RFP) for Digital Learning Initiative (DLI) Grants on September 2017. The North Carolina Digital Learning Plan recommended the provision of grants to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools. All school districts and charter schools were eligible to apply for the competitive grant program. Funds must be expended by recipients prior to June 30, 2018.

Recommendations:

It is recommended that the State Board of Education approve the applications identified by the grant evaluation team to distribute funding to school districts and charter schools.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item last month.
- Mr. Kenan and Mr. Davis recused themselves from BSOP 1 and BSOP 2.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment BSOP 1)

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Upon motion by Mr. Greg Alcorn and seconded by Ms. Patricia Willoughby, the Board voted for Approval of Digital Learning Initiative Grant Program for Districts and Charter Schools, as presented. Mr. Kenan recused himself from the vote and discussion. (See attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – State Personnel Development Grant (NC State Improvement Projects)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children Division), and Dr. Paula Crawford (NC SIP Project Director, Exceptional Children Division)

Description:

Description of NC State Improvement Project (LEA Engagement Component):
In March 2016, the Exceptional Children Division received the grant award notification from the Office of Special Education Programs (OSEP) for federal funding of the competitive five-year State Personnel Development Grant (SPDG) in the amount of \$7,432,705 (\$1,486,541 annually) beginning October 1, 2016.

The purpose of the grant, referred to as the NC State Improvement Project (NC SIP), is to improve the quality of teacher instructional competencies to impact the academic performance of students – especially students with disabilities. The NC SIP grant goals are:

- GOAL 1 - NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.
- GOAL 2 - District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.
- GOAL 3 - Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.

GOAL 4 - Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities. The NC SIP builds upon implementation knowledge acquired since 2000, when the first grant was awarded; from: the past and current participants in the LEAs across the state, the over 36,000 educators who have completed the professional development courses, and the capacity built through the approximately 450 certified Reading Research-to-Classroom Practice (RRtCP) and Foundations of Math (FoM) Instructors. The current goals address specific areas to strengthen that were identified in stakeholder meetings held during 2014-15. The accomplishment of these goals will be achieved through intentional, targeted, supported implementation in three levels of engagement termed: Best Practice Centers, Demonstration Sites, and Network Sites. Selection of sites will be achieved through a competitive application process within the five-year grant cycle. The first sites were selected at the beginning of the 2016-17 school year. These centers and sites provide regional opportunities for professional development, strengthen capacity building, and provide greater access to observe best practices at the local level. New sites will be phased into participation with orientation, professional development, and technical assistance support. The competitive application process to participate in NC SIP was designed for the LEA team to collaboratively complete – see appendix for Levels of Engagement Goals, Expectations, and Requirements Described for each level: Best Practice Centers, Demonstration Sites, Network Sites. A systematic and objective process utilized a rubric and scoring from multiple raters for selection of the sites.

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The professional learning focus will include newly revised and/or developed content and data collection:

- All Leaders Understand, Support, and Collaborate to Provide Evidence-based Instruction (reading, math)
- Reading Research to Classroom Practice and Foundations of Math courses (revised 2016)
- Evidence-based programs for reading and math instruction
- Coaching continuum to include virtual coaching
- Co-teaching for Administrators and Teachers
- Evidence-based adolescent literacy programming including the Content Literacy Continuum University of Kansas Strategic Instruction Model

The selected LEA teams at each participating school, with support and guidance from the NC SIP regional team (NC SIP Exceptional Children Division Consultants and NC SIP Regional Coach/es), will collaborate to develop the 2017-18 implementation plan. Quarterly measurement goals will be clearly articulated in the plan and the year-end Developmental Review will be conducted to determine if goals are met. Allotted PRC 082 funds will be budgeted and spent according to plan (by fiscal year end) and reflected in the annual LEA expenditure report submitted by the due dates of March 31 and September 30 – adhering to the spending guidelines of 90% for professional development and 10% for materials to support the professional development. Meeting annual implementation plan goals with evidence, accountability for appropriate spending, and timely data reporting on the provision of professional development and participation, fidelity of delivery of course content, follow-up coaching and parent involvement, as well as teacher and student outcomes, will determine continuing participation and funding for the following years.

October 10 All Traditional and Charter LEAs, not currently participating, invited to apply for 2017-18 NC SIP grant competition

October 24 LEA application review and selection of sites completed

Week of Nov. 27 LEAs notified of selection of Best Practice Centers, Demonstration, or Network Sites

Week of Nov. 27 Request PRC 082 allotments to LEAs

December 6 LEA names provided to inform the NC SBE

Winter and Spring Professional development, orientation of new sites, and action planning with LEAs

2018 Ongoing professional development, coaching support, regional meetings, technical assistance provided for implementation plans and monitoring of progress

Description of NC State Improvement Project (Institutions of Higher Education Engagement Component):

To achieve Goal 4 (stated above), addressing pre-service teacher preparation through the IHEs, NC SIP invited all special education teacher preparation programs in the state to apply for the IHE-funded partnership. The current four partnerships with NCSU, ECU, UNC-P, and UNC-C have proven extremely beneficial to address the successful pass rate on the Pearson exams for teachers seeking initial licensure. Faculty complete the requirements to become certified to instruct the RRtCP and FoM and embed the content into their courses. Faculty assist to provide outreach in their catchment areas by providing faculty and administrator professional development sessions, working with the LEAs, providing seminars and professional development, placing student teachers in classrooms with coordinating teachers who have completed RRtCP and FoM as well as research-based program training to better prepare them to enter NC classrooms, and providing classroom opportunities to parents of students with disabilities to tell their story in college classrooms through the NC SIP partnership with ECAC.

The competitive application to participate as an NC SIP IHE partner was developed for the IHE team to complete collaboratively. A systematic and objective scoring process utilized a rubric and scoring from multiple raters for selection of the IHE partner sites. The successfully funded IHE partners will receive \$10,000 annually through a contract contingent upon successful accomplishment of their scope of work. Quarterly measurement goals are clearly articulated in the scope of work, and the year-end Developmental Review will be conducted to determine if goals are met. Funds will be budgeted and spent according to plan (by contract year end) and reflected in the annual IHE budget which is submitted adhering to the spending guidelines of 90% for professional development and 10% for materials to support the professional development. Meeting implementation plan goals with evidence, accountability for appropriate spending, and timely data reporting will be determining factors in continuing participation and funding for the following years.

September 22 All NC special education teacher preparation programs, not currently participating, invited to apply for 2017-18 NC SIP IHE grant competition

October 18 IHE application review and selection of sites completed

November 14 IHEs notified of selection

November 27 IHE Orientation meeting

December 6 NC SIP IHE selection process and names provided to inform the SBE

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By February, 2018 Contracts awarded
 Spring 2018 Professional development, IHE quarterly meetings
 2018 Ongoing professional development, coaching support, technical assistance, and monitoring of progress

Description of NC State Improvement Project (NC SIP Regional Coach Component):

To achieve Goals 1, 2 and 3 (stated above) addressing coaching, capacity building and engagement, the NC SIP Regional Coach role was developed to provide greater statewide access to the RRtCP and FoM courses and extend the reach of the project coaching by developing skills and expertise in highly qualified RRtCP and FoM LEA instructors. Certified instructors were invited to apply to become a NC SIP Regional Coach through a competitive process that also included the submission of required peer and leadership recommendations. This role provides an opportunity for educators to be recognized regionally and statewide, and to further develop leadership skills at these levels while supporting the goals of the NC SIP partnering LEAs and all other LEAs seeking access to the state level RRtCP and FoM courses. A systematic and objective process utilized a rubric and scoring from multiple raters for selection of these coaches. A limited number of certified instructors are selected for this role. They are paid a quarterly stipend through PRC 082 allotments to their employing LEA as well as travel costs. The amount provided per coach annually is \$7,000 to support the professional development and coaching within their region.

August 22 All currently certified NC SIP RRtCP and FoM instructors are invited to apply for 2017-18 NC SIP Regional Coach competition

October 18 NC SIP Regional Coach application review and selection completed

November 13 NC SIP Regional Coaches notified of selection or non-selection

Week of Nov. 27 Request allotments for stipends and travel to LEAs for NC SIP Regional Coaches

December 6 NC SIP Regional Coach selection process provided to inform the SBE

January 2018 Professional development, orientation

Spring 2018 Ongoing professional development, support, regional meetings, coaching

Recommendations:

It is recommended that the State Board of Education approve this item on first reading.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item last month.
- Mr. Kenan and Mr. Davis recused themselves from BSOP 1 and BSOP 2.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment BSOP 2)

Upon motion by Mr. Greg Alcorn and seconded by Ms. Patricia Willoughby, the Board voted to Approve the State Personnel Development Grant (NC State Improvement Project), as presented. Mr. Kenan recused himself from the vote and discussion. (See attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – Extended Learning and Integrated Student Supports Grant Award Recommendations

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

For the 2017-18 school year, the General Assembly of North Carolina appropriated six million dollars (\$6,000,000) from the At-Risk Student Services Alternative School Allotment for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program. The purpose of the Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes.

Nonprofits and nonprofits working in collaboration with local school administrative units may participate in the ELISS program. Programs must serve one or more of the following student groups:

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1. At risk students not performing at grade level as demonstrated by statewide assessments
2. Students at risk of dropping out
3. Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. Grants must be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include other State funds. Matching funds may include in-kind contributions. Matching funds may include in kind contributions for up to fifty percent (50%) of the required match.

For the 2017-18 school year, thirty-four (34) applications were received as completed by the due date of October 13, 2017. Based on the results of the review process and the amount of funding available, which is \$5,800,000.00, eighteen (18) applications are recommended for approval for a total of \$5,801,196.24.

Recommendations:

It is recommended that the SBE approve the recommendation in order to appropriate funds in a timely manner to enable local programs to provide services to students during the 2017-18 school year.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item last month.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment BSOP 3)

Upon motion by Mr. Greg Alcorn and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Extended Learning and Integrated Student Supports Grant Award Recommendations, as presented. (See attachment BSOP 3)

NEW BUSINESS

- History of DPI Reductions

Committee Chair Alcorn noted that this item will wait until the Performance Audit and use that as more of a deeper conservation in the future.

Update on Contracts – Mr. Alcorn noted the inclusion of the monthly Update on Contracts.

Chairman Cobey then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ES&P Committee Chair Olivia Oxendine called the December 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION ON FIRST READING

ES&P 1 – Educator Preparation Program Approvals

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers,

launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, NCDPI staff, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendations:

It is recommended that the programs presented on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item last month.

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment ES&P 1)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Educator Preparation Program Approvals, as presented. (See attachment ES&P 1)

DISCUSSION

ES&P 2 – Teacher Preparation Policy Updates and Alignment with General Statute

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director, District Human Resources), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Recent state legislation (S.L.2017-189) passed in July calls for a comprehensive overhaul to educator preparation. These changes necessitate additions, modifications, and omissions to corresponding SBE policy associated with educator preparation. This discussion item is the recommendations of the Professional Educator Preparation and Standards Commission to update and align SBE policy with the new law.

Recommendations:

On the recommendation of the Professional Educators Preparation and Standards Commission, the policies presented in this discussion item be reviewed by the State Board of Education and approved at the January 2018 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item last month.
- Dr. Oxendine referenced attachment 14 pertaining to the preparation of School Administrators. She encouraged the Board to review the section that deals with course requirements. Dr. Oxendine stated that the course requirements need to be aligned with our NC School Executive Standards.
- Mr. Collins stated that next month the Board should be prepared to give specific recommended changes to PEPSC, as appropriate, to direct Dr. Oxendine and her committee would work with the Superintendent since he was on the committee.
- Chairman Cobey noted that without objections the Board will proceed as the Vice Chair has outlined.

This item was presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment ES&P 2)

NEW BUSINESS

- **Advanced Teaching Roles and Compensation Models Pilot Program Evaluation Update**
 - **Dr. Trip Stallings, Director of Policy Research, Friday Institute for Educational Innovation, NCSU**

Dr. Trip Stallings provided an update on the evaluation on Advanced Teaching Roles and Compensation Models Pilot Program. We currently have five districts in the pilot.

Chairman Cobey then recognized Ms. Rebecca Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

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EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the December 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – New Cooperative Innovative High School Applications

Policy Implications: Section 2, Article 16 of Chapter 115C-238, Part 9

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), and Mrs. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming. Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, provides a programmatic review of each application and makes recommendations to the governing boards. Next, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) determines approval of the CIHS programs. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly then provides final approval to open with or without additional funding. Five Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

Names of schools recommended for approval:

- * Marine Sciences & Technologies Early College High School (MaST) - Carteret County Public Schools with Carteret Community College
- * Center for Industry, Technology and Innovation (CITI) - Nash Rocky Mount Public Schools with Nash Community College
- * Innovation Early College High School - Pitt County Schools with East Carolina University
- * Roanoke Rapids Early College High School - Roanoke Rapids Graded School District with Halifax Community College
- * Southeast Area Technical High School (SEA-Tech) - New Hanover County Schools with Cape Fear Community College (Note: This high school is currently in operation and is applying to transition to a CIHS)

Recommendations:

It is recommended that the SBE discuss the CIHS Joint Advisory Committee recommendations as presented.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item last month.
- No additional comments.

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This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment EICS 1)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the New Cooperative Innovative High School Applications, as presented. (See attachment EICS 1)

ACTION ON FIRST READING

EICS 2 – Heritage Collegiate Leadership Academy Review Panel and Decision

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

On Tuesday, December 5, 2017, a three-body appeal panel for the State Board of Education met to discuss the nonrenewal decision for Heritage Collegiate Leadership Academy. During the appeal discussion information was presented from staff of NC Department of Public Instruction and representatives from Heritage Collegiate Leadership Academy.

This charter school previously appeared before the Charter School Advisory Board (CSAB) at its October 2017 meeting. At that meeting, the CSAB, by an overwhelming majority, recommended that the State Board of Education immediately revoke the charter for Heritage Collegiate Leadership Academy. The State Board of Education (SBE) unanimously voted during its November 2017 meeting to accept the recommendation of the CSAB and voted to immediately revoke the charter for Heritage Collegiate Leadership Academy. Heritage Collegiate Leadership Academy was notified of the State Board's decision to immediately revoke the charter and was afforded an opportunity to appeal the decision. The nonprofit boards did appeal the SBE's decision and an Appeal Review Panel was convened on November 5, 2017. The panel consisted of three members. This panel received information from the Department of Public Instruction and heard from representatives of the charter school. After hearing all the information, the panel convened to deliberate and make a recommendation to the State Board of Education.

Recommendations:

The appeal panel recommends that the State Board of Education accept its recommendation regarding Heritage Collegiate Leadership Academy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor reminded the Board that, at the November 2017 SBE meeting, Board members unanimously approved the recommendation from the CSAB for immediate revocation of the Heritage Collegiate Leadership Academy. At the request of Heritage Collegiate Leadership Academy, a review panel comprised of three State Board of Education members met December 5, 2017, to hear presentations from the Department and from the school staff.
- DPI presented evidence of the school's failure to comply with the terms of the charter agreement, specifically its repeated failure to comply with requirements to submit timely reports, and non-compliance with statutory requirement to have at least 50% of licensed teachers. DPI also presented evidence of repeated financial non-compliance, governance non-compliance and non-compliance with their Exceptional Children's program.
- DPI presented evidence of the school's failure to meet requirements for student performance outlined in its charter. The school is continually low performing with school performance grades of F in 2015, D in 2016, and F in 2017. No members of Heritage Collegiate Board were present at the review panel meeting. She noted that the Executive Director did appear, but was late for the panel meaning the Executive Director presented evidence of positive events, such as a successful transportation system, participation in their child nutrition program. The Executive Director also stated that HCLA had received no notices with transportation or child nutrition.
- Finally, the Executive Director denied evidence submitted by DPI, but did not provide any specific information refuting the evidence. After the presentation, the panel members deliberated and formulated a recommendation to be considered by the SBE. The recommendation was posted to eBoard under EICS 2.

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- After hearing and receiving and considering all the evidence presented by both Heritage and the Department, the Review Panel has determined the evidence supports the decision of the evidence of the Advisory Board and the State Board of Education to revoke the charter of Heritage Collegiate Leadership Academy.
- The recommendation was that the Board vote today to revoke the charter of Heritage Collegiate Leadership Academy and direct staff to notify of the Board's final decision of this matter.
- Mr. Collins asked Mr. Machado that assuming the Board would accept the recommendation of the committee, what are the plans. Mr. Machado replied that they have indicated that they will appeal the decision. He added that the Office of Charter Schools will immediately initiate their closure procedures and begin that process. The process consists of sending a letter to the school, financial business services will work with CSAB, make a site visit to make sure that all the records can go back to Bertie County. Mr. Collins asked about any aspects of an assumption. Mr. Machado replied that no one has given them a formal indication or interest. Mr. Collins noted that there should be type of transition team to help deal with charters mid-year termination. It is important that we keep the students in mind. He added if we could find a way of having a parachute team to come in and run the school that would make a closure with the least adverse effect to students. Chairman Cobey commented if the Board has statutory authority, and if not, maybe the Board should seek statutory authority and asked Mr. Jason Weber to consider this.
- Chairman Cobey asked Ms. Taylor to seek to work with the OCS to come up with something.

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment EICS 2)

Upon motion by Ms. Becky Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to Revoke the Charter of Heritage Collegiate Leadership Academy, as presented. (See attachment EICS 2)

THIS ITEM WAS MOVED TO ACTION ON FIRST READING

DISCUSSION

EICS 3 – Approval of Proposed Restart Schools

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted application is listed by LEA below. This application is posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the January State Board Meeting.

Applications Submitted for Approval: 2 Applications for the Restart Model are being submitted for discussion. The following list includes the names of the school district and schools.

Northampton County Schools

1. Willis Hare Elementary

New Hanover County Schools

1. A.H Snipes Academy of Arts and Design
2. R Freeman School of engineering

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour to lead this item.
- Dr. Barbour noted that we had a school system requesting an additional planning year. Normally, we receive something in writing to request such a change, based on the circumstances. It has not been a process that DPI has brought to the Board before, because the application was approved by the Board. In this situation, it was more about the total district strategic plan. Ms. Taylor suggested that she would like to receive a letter from them.
- Dr. Barbour informed the Board that the funding part of the school will affect the planning allocation if not approved this month.
- Chairman Cobey noted that, without objection, the Board would make it contingent on receiving a letter.
- Dr. Barbour stated that the school system was Washington County Schools – two elementary schools and one high school.

This item is presented for Action on First Reading, contingent on receiving a letter during the December 2017 State Board of Education meeting. (See Attachment EICS 3)

Upon motion by Ms. Becky Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Proposed Restart Schools contingent upon receiving a letter, as presented. (See attachment EICS 3)

DISCUSSION**EICS 4 – 2017 Acceleration Charter School Recommendations**

Policy Implications: CHTR-013

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

State Board of Education (SBE) policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration. At its November 6, 2017 meeting, the Charter Schools Advisory Board (CSAB) reviewed and considered the acceleration requests for 5 applicant groups. After its review and providing an opportunity to each applicant group to respond to limited questions, the CSAB determined that four of the five groups met the minimum criteria to qualify for acceleration. The 4 applicant groups (outlined below) will receive an interview opportunity with the CSAB at its December 2017 meeting. Since these applicants are seeking to accelerate their opening and begin school operations in the fall of 2018, the CSAB will make a subsequent recommendation at its December meeting for SBE approval in January for any applicant it recommends for acceleration. Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools (OCS) determined that 5 applicants requested "Acceleration" consideration, meaning the schools will open the fall of 2018 should the SBE approve their requests. The CSAB will forward its subsequent recommendation to approve applicant groups for acceleration to the SBE at its January meeting.

The applicants seeking "Acceleration" consideration are:

- Achievement Charter School - Harnett County
- Apprentice Academy HS of NC - Union County
- Hobgood Academy Charter School - Halifax County
- Mountain Island Day School - Mecklenburg County
- STARMOUNT Charter Academy - Guilford County - **not recommended for interview or SBE approval**

Recommendations:

Pending Charter Schools Advisory Board review and recommendation at its December 2017 meeting.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item last month.
- Based on the CSAB recommendation that four of five applications be approved for accelerated consideration. The following four schools are:
 - Achievement Charter School - Harnett County
 - Apprentice Academy HS of NC - Union County
 - Hobgood Academy Charter School - Halifax County
 - Mountain Island Day School - Mecklenburg County
 - Starmount Charter Academy - Guilford County - **not recommended for interview or SBE approval**

This item is presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment EICS 4)

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DISCUSSION

EICS 5 – Recommendation to Allow Aristotle Preparatory Academy to Contract with a Charter Management Organization (CLOSED SESSION ITEM)

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

In 2013, the State Board of Education granted Aristotle Preparatory Academy a 10-year charter. The K-12 charter (currently K – 5) school located in Mecklenburg County is completing the third year of its charter term. The Aristotle Preparatory Academy Board has requested that the State Board of Education allow it to enter into a contract with a charter management company, Achievement for All Children (AAC), to assist with the operation of the charter school. According to policy CHTR-014, an amendment “employing or terminating a management company” requires State Board of Education (SBE) approval. The AAC management company is newly formed and has not established a track record as yet in North Carolina or elsewhere. A number of questions have arisen concerning the structure and governance of the management company in addition to its capacity to serve the Aristotle Preparatory Academy Board in the successful operation of the charter school.

At its November 7, 2017, meeting the Charter Schools Advisory Board (CSAB) required Aristotle Preparatory Academy to appear to address its continually low-performing status. In its report, Aristotle Preparatory Academy was required to detail its corrective action and outlined that despite lack of approval, AAC was providing the school with its support without an executed contract. Prior to the November 7, 2017, meeting, Mr. Tony Helton resigned from the CSAB. Since this resignation occurred, the CSAB discussed and concluded that there no longer was a conflict and recommended that the SBE approve the request for Aristotle Preparatory Academy to partner with AAC as its charter management organization.

Recommendations:

NA

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor reminded Board members that this item was discussed during closed session on Wednesday.
- Mr. Collins made a motion to table to the matter and ask that the EICS Committee bring this item back to the Board when there was a recommendation after questions have been resolved. He added that the Board submit to Ms. Taylor their concerns so that they can further evaluate the situation. Mr. Collins’ motion was seconded by Mr. Alcorn. Ms. Taylor asked that Board members send those questions that they would like to have answered, so that Ms. Taylor can submit them to staff.
- Chairman Cobey noted that the motion stands approved.

DISCUSSION

EICS 6 – Innovative School District Report to the Joint Legislative Education Oversight Committee

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Superintendent Hall will provide an overview and summary of the Innovative School District's annual report to the Joint Legislative Education Oversight Committee on the implementation and progress since May 2017.

Recommendations:

None at this time.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item last month.
- No additional comments.

This item is presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment EICS 5)

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Educator Standards and Practices Committee.

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT
(Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)

SLA Committee Chair Eric Davis called the November 2017 Student Learning and Achievement Committee meeting to order.

ACTION

SLA 1 – Update of Textbook Policies

SBE Strategic Plan:

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning) and Dr. Carmella Fair (Instructional Resource Consultant, Digital Teaching and Learning)

Description:

The textbook policies have been updated with technical nomenclature. The phrase “technology-based programs” from the definition of textbook was expanded to reflect the state’s emphasis on digital materials such as subscription- and web-based materials.

Recommendations:

State Board of Education members are asked to approve the amended policies and provide feedback to staff.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis reminded the Board that this item was presented for discussion last month.
- This was an updated item with technical corrections emphasizing the expanded definition of technology-based programs

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment SLA 1)

Upon motion by Mr. Eric Davis and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Update of Textbook Policies, as presented. (See attachment SLA 1)

ACTION

SLA 2 – Governor’s School Board of Governors

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective: 1.2. Graduate students prepared for post-secondary education

Goal 4: Every school district has up-to-date financial, business and technology systems to serve its students, parents and educators.

Objective: 4.3 Use State and federal funding according to State and federal laws and State Board of Education Policies.

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mr. William J. Hussey (Director, Exceptional Children)

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Description:

The North Carolina Governor's School is administered by the State Board of Education through the Department of Public Instruction and offers an enriching summer program to selected high-achieving and talented high school students from throughout the state. The Board of Governors of the Governor's School of North Carolina is established as an Advisory Council to the State Board of Education. Its establishment is set forth in HSP-D-009 of State Board of Education policies. The policy requires that a State associate superintendent serve on the Board and that the other ten voting members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president's designee of the Alumni Association of the Governor's School, the president or president's designee of the Governor's School Foundation, and lay persons and shall be selected so as to represent the eight educational districts of the State. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms. State Board of Education members nominate individuals from their respective districts to fill Board of Governors vacancies. Currently there are three vacancies. Of these, there must be a local superintendent, and representation from the Southeast and Western districts.

Recommendations:

The State Board of Education is asked to submit three nominations (including one local superintendent and representation from the Southeast and Western districts) each for a three-year term beginning January 1, 2018.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item last month.
- Mr. Hussey presented to the Board three candidates for selection for the Board of Governors vacancies.
 - Mr. Robert Waller, AIG Curriculum Specialist, Buncombe County
 - Dr. Eric Bracy, Superintendent, Sampson County Schools
 - Senator Tamara Barringer, Wake County

This item is presented for Action during the December 2017 State Board of Education meeting. (See Attachment SLA 2)

Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Governor's School of Board of Governors, as presented. (See attachment SLA 2)

ACTION ON FIRST READING

SLA 3 – North Carolina AP Partnership Presentation, Including District Recognition and Joint Legislative Education Oversight Committee Report

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post-secondary education.
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr Stacey Wilson-Norman (Chief Academic Officer Academic Services) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

This annual report complies with the following legislative mandate:

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Beginning November 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (§ 115C-83.4A. **Advanced courses**). This report relates directly to the work of broadening course enrollment and successful exam participation in advanced courses, both Advanced Placement (AP) and International Baccalaureate (IB), across NC's public schools and the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts. The report outlines an overall summary in response to the legislation, advanced course enrollment data, and AP exam data.

Recommendations:

It is recommended that the SBE accept this updated report prior to submission to the General Assembly.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item last month.
- No additional comments.

This item is presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment SLA 3)

Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the North Carolina AP Partnership Presentation, Including District Recognitions and JLEOC Report, as presented. (See attachment SLA 3)

ACTION ON FIRST READING

SLA 4 – Amendment to English Learners Minimum SBE Policy

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) Dr. Tammy Howard (Director, Accountability Services)

Description:

Under the Every Student Succeeds Act (ESSA), accountability for students identified as English Learners (ELs) moves from Title III to Title I. As stated in the ESSA Plan, beginning with the 2017–18 school year, North Carolina will require ELs to participate in state assessments beginning with their first year in a U.S. school. However, for first-year ELs, the requirement is for participation and for reporting (NC Report Card), not for accountability. For the second year of enrollment, ELs' test scores will be included in the growth analysis for the accountability model, and in year three, ELs' test scores will be included in the achievement indicator of the accountability model (State Board policy ACCT-021). With respect to the State Board of Education's (SBE) requirement to include ELs' test scores as part of their final grade for a course (SBE policies TEST-003, TEST-016), it is recommended that EL students in their first year in a U.S. school take the required end-of-course (EOC) tests and NC Final Exams, but the test scores will not be included as at least 20% of the student's final grade for the course. This policy will apply to English Language Arts/Reading tests, as previously, and also to Mathematics, Science, and Social Studies tests.

Recommendations:

It is recommended that the SBE include the ESSA Accountability Plan for first-year ELs in SBE policy ACCT-021 and include the 20% of the final grade exception for first-year ELs in SBE policies TEST-003 and TEST-016. Additionally, it is recommended that the SBE approve the EL updates and clarifications to SBE policy TEST-011.

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Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item last month.
- No additional comments.

This item is presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment SLA 4)

Upon motion by Mr. Eric Davis and seconded by Ms. Tricia Willoughby, the Board voted unanimously to approve the Amendment to English Learners State Board of Education Policy, as presented. (See attachment SLA 4)

DISCUSSION

SLA 5 – Report to the North Carolina General Assembly: State Agency Continued Collaboration on Early Childhood Education

Policy Implications: Session Law 2016-94, SECTION 12B.5.(a) and (b)

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objectives:

6. Increase the cohort graduation rate
7. Graduate students prepared for post-secondary education
8. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
9. Reduce the percentage of students needing remediation in postsecondary education
10. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 5: Every student is healthy safe and responsible

Objectives:

4. Create and maintain a safe and respectful school environment
5. Promote healthy, active lifestyles for students
6. Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Pam Shue (Early Childhood Education) and Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

This report is in response to Session Law 2017-57 that requires the NC Department of Health and Human Services, in consultation with the Department of Public Instruction and any other agencies or organizations that administer, support, or study early education in the State to:

- Continue to collaborate on an ongoing basis in the development and implementation of a statewide vision for early childhood education;
- Continue developing a comprehensive approach to early childhood education, birth through third grade, including creating cross-agency accountability with a comprehensive set of data indicators, including consideration of the NC Pathways to Grade-Level Reading, to monitor and measure success of the early childhood education systems; and
- Submit a follow-up report of their findings and recommendations, including any legislative proposals, on the statewide vision for early childhood education.

This report follows the report that was submitted in January 2017 in response to Session Law 2016-94 that initiated the requirement to collaborate to develop and implement a statewide vision and comprehensive approach for early childhood education, birth through third grade, including cross-agency accountability and a comprehensive set of data indicators.

Recommendations:

It is requested that State Board of Education members accept the report and included recommendations.

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Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item last month.
- No additional comments.

This item is presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment SLA 5)

DISCUSSION

SLA 6 – High School Accreditation Recommendation for JP Knapp Early College (Currituck County Schools)

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objectives:

6. Increase the cohort graduation rate
7. Graduate students prepared for post-secondary education
8. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
9. Reduce the percentage of students needing remediation in postsecondary education
10. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required, outside peer review or audit. J. P. Knapp Early College is requesting accreditation from the State Board of Education:

Per SBE policy ACCR-000, DPI staff has examined the student performance data, including the schools' overall performance, cohort graduation rate, and post-secondary readiness measures (Math Course Rigor, ACT performance, and ACT WorkKeys performance). The school provided the school's improvement plan and meeting minutes of the school improvement team for review. Additionally, the school conducted a self-evaluation using the self-evaluation component of DPI's Comprehensive Needs Assessment.

Recommendations:

It is recommended that the SBE approve accredited status for J.P. Knapp Early College.

Discussion/Comments:

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item last month.
- No additional comments.

This item was presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment SLA 6)

Chairman Cobey then recognized Ms. Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)

HRS Committee Chair Tricia Willoughby called the December 2017 Healthy Responsible Students Committee meeting to order.

ACTION ON FIRST READING

HRS 1 – Dropout-Age Pilot Program

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Kym Martin (Executive Director, N.C. Center for Safer Schools)

Description:

The LEAS piloting the Dropout Age Programs, in collaboration with the SBE, shall report to JLEOC, House Appropriations Education, and Senate Appropriations Education/Higher Education by January 15 of even numbered years until the end of the operation of the pilot programs. The report shall include information about graduation rates, teen crime statistics, compulsory attendance rates, implementation of enforcement mechanisms, at-risk students served in night programs, and any other relevant data that may lead to the determination of effectiveness of the program.

Resources:

Recommendations:

It is recommended that the State Board of Education approve this report to be submitted to the Joint Legislative Education Oversight Committee.

Discussion/Comments:

- HRS Committee Chair Ms. Patricia Willoughby noted a thorough discussion of this item last month.

Upon motion by Ms. Patricia Willoughby and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the Dropout-Age Pilot Program, as presented. (See attachment HRS 1)

This item was presented for Action on First Reading during the December 2017 State Board of Education meeting. (See Attachment HRS 1)

DISCUSSION

HRS 2 – Definition of Chronic Absence and Chronic Absenteeism Rate

SBE Strategic Plan:

Goal: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Objective 5.3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

Description:

The first step for promoting consistent student school attendance and reducing student chronic absenteeism is collecting, analyzing and using accurate and consistent data to identify at-risk students and school trends and to inform when and how to effectively and efficiently target school and community resources.

Chronic absence differs from both truancy and average daily attendance. Daily attendance is the percentage of students present in a school each day. Truancy measures unexcused absences only. Chronic absence refers to missing so much school, for any reason – excused, unexcused, suspension – that a student is at risk of falling behind.

A common definition of chronic absenteeism allows for meaningful comparison of chronic absenteeism rates within the state and across the country. Many researchers and the national group Attendance Works recommend using missing 10 percent or more of school as the threshold for chronic absence.

Here are some reasons for using the 10 percent definition:

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It is based on research showing that missing that much school is associated with lower academic performance and dropping out. It promotes the early identification of students, because schools and communities can use the 10 percent absence rate as a trigger for intervention from the start of school and throughout the year, rather than waiting for a student to miss 15 or more days before investigating. It allows for better detection of attendance problems among highly mobile students who often move too frequently to ever accumulate 15 or 20 days of absence in a single school or district. Starting in the 2016-17 school year, the U.S. Department of Education through the ED Facts Submission System will require all states to report chronic absence rates using the 10 percent definition annually. The Every Student Succeeds Act requires that chronic absenteeism data be included on the State and LEA Report Cards starting with the report cards that include information for the 2017-18 school year. It offers comparable data across states and districts that have school years of different lengths. Nine of the 14 states that have included chronic absence in their ESSA plans define chronic absence as missing 10 percent or more of total enrolled school days.

Recommendations:

The State Board of Education is asked to discuss this definition of Student Chronic Absenteeism.

Discussion/Comments:

- HRS Committee Chair Ms. Patricia Willoughby noted a thorough discussion of this item last month.

This item was presented for Discussion during the December 2017 State Board of Education meeting. (See Attachment HRS 2)

CHAIRMAN’S COMMENTS AND REPORT

Chairman Cobey noted that on November 2, Board member Wayne McDevitt was one of three state board members from across the US who received the NASBE Distinguished Service Award and that Vice Chairman Collins presented him with the award at the NASBE Fall Conference in Atlanta. Chairman Cobey offered congratulations once again to Mr. McDevitt. Mr. Collins asked Mr. McDevitt if he would reduce his remarks in writing and submit them to the Board. Mr. Collins noted that Mr. McDevitt provided the NASBE conferees with a wonderful account not only of his service, but the purpose for which we serve. Ms. Willoughby took a moment of personal privilege, having served with Mr. McDevitt for the last 17 years, they have served with many Board members and several superintendents and she has always had a great deal of respect for her colleagues and the seriousness with which they took the oath to serve on this Board, and no one exemplifies that more than Mr. Wayne McDevitt.

Chairman Cobey noted that our agenda this month has addressed some important topics, beginning with work on the Board’s strategic plan as we work to incorporate appropriate language and measures that focus on issues of equity and access in public education. We know also that equity and access are key to serving the needs of at-risk children in our public schools. And we know that “equity” and “equal” are not the same thing. Equity requires additional, not equal, effort to level the playing field for those who are behind already or are in schools whose resources are more limited than most and that have little prospect without additional resources coming into their schools. Chairman Cobey added that this work on the strategic plan will continue over the next few months, and it is important work.

We also heard this month a proposal for a definition of chronic absenteeism as a beginning point for measuring excessive absence from school by students. Chronic or excessive absenteeism is a huge detriment to the chances for a student’s success in school. Chairman Cobey also noted that we have seen proposed new and amended policies, aligned with legislation passed last summer, that seek to strengthen and improve educator preparation programs. We know that highly trained, effective teachers and leaders are another critical element if we are to have success tackling equity issues and creating cultures of excellence in our schools. We also need better ways to identify the measures that will help us know what will work in moving the needle on closing gaps and improving access to programs and resources that work.

Chairman Cobey stated that it is now more important than ever that we also carefully and thoughtfully define the core mission of the agency if we are to implement serious initiatives to change the landscape for many of our low-performing schools and LEAs. That core mission will then require that we identify the staffing levels that we need to fulfill our mission. Chairman Cobey thanked Mr. Alcorn for the first step this month in looking at the impact from the agency’s budget cuts in the past several years and the adjustments that staff and agency leaders have had to implement.

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NEW BUSINESS

Recognition of Outgoing State Board of Education Local Board Advisor – Ms. Amanda Bell, Rockingham County Schools

Chairman Cobey noted that the Board had one more item of business this morning, and that was to say “good-by” to one of our faithful advisors – Ms. Amanda Bell, our local board advisor who began serving this Board in January 2017.

Ms. Bell is the current Chair of the Rockingham County Board of Education and is last year’s winner of the NC School Board’s Association’s Raleigh Dingman Award. She is a former teacher, assistant principal, principal, and central office administrator in Forsyth County Schools. When she began her term on this board, she was known to have said that she looked forward to her role at this table. Chairman Cobey noted that the Board now does not look forward to Ms. Bell’s departure. Her interest in and experience with issues on curriculum and instruction, teacher and administrator pay, and related LEA and school topics have made your voice invaluable at this table. He noted that Ms. Bell raised the bar another notch for those who will serve in her role after her, and her voice will certainly be missed at this table. Chairman Cobey invited Ms. Bell to come forward to receive her crystal apple. Ms. Bell took a photo with the Board members. Mr. Collins shared that Ms. Bell was instrumental in taking a very young board member on the Winston-Salem/Forsyth County Board under her wings and teaching him a little bit about education policy, and for that Mr. Collins thanked Ms. Bell. Mr. Collins also noted that Ms. Bell was one of the civil rights trailblazers in his district. She was part of a cadre of African-American teachers who came as part of an integration plan to help integrate the schools and was one of the very first. Mr. Collins added that her stories were legendary, but her impact was without measure.

Ms. Bell shared that it has been quite an honor to have the opportunity to sit among people who care about the education of children. She added thanks for this opportunity to sit and listen to the talented people who work here at DPI. She has just been amazed at the amount of work by staff and how talented they are. She shared that view with approximately 600-700 local school board members and superintendents last month. Ms. Bell told Board members that they are doing tremendous work here for the students. She also shared with the members of the Board, whom she has gotten to know and to the advisors, that she appreciates the work on behalf of the school board members around the state. She added that the decisions that you make here affect the students and learning throughout this state, so please keep the children first.

Chairman Cobey thanked Ms. Bell again, and expressed safe travels back to Rockingham County and wished her a wonderful holiday season. He then thanked Board members, advisors, and staff for their work month-after-month to prepare for these meetings. He stated that we face multiple and significant challenges that require our focus and commitment to meet these challenges, and working together and collaborating will help us meet those challenges.

Chairman Cobey thanked everyone for their continued focus on the work at hand and their commitment to greater equity and access for our public school children and wished all a safe, healthy, and happy holiday season. Come back on January 3, 2018, for a new year and a renewal of your energy and efforts to our public school system and the months ahead of us.

With no other business items to come before the Board, Chairman Cobey asked for a motion to adjourn from the December 2017, SBE meeting.

Upon motion by Ms. Patricia Willoughby and seconded by, Mr. Greg Alcorn, Board members voted unanimously to adjourn the December 7, 2017, meeting of the State Board of Education.